

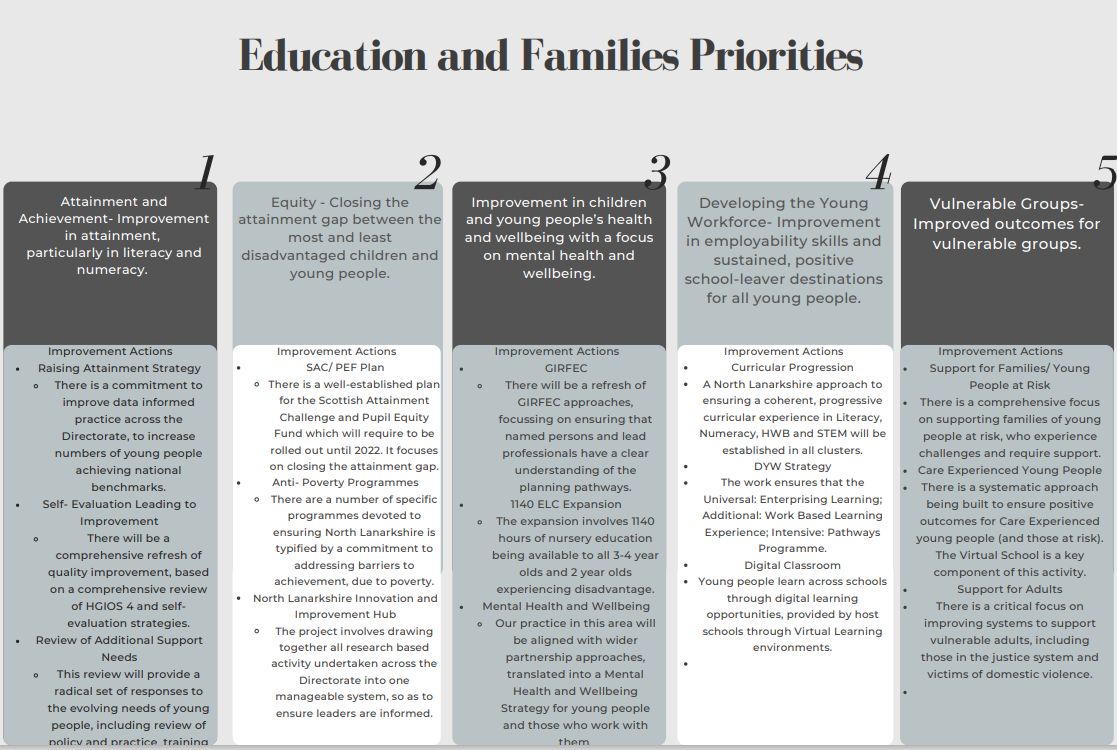
***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2025-26**

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| **School:** | Berryhill Primary School & Nursery Class |
| **Cluster:** | Clyde Valley High |
| **Head Teacher:** | Carrie Nicol |

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| Improvement Plan Summary | |
| School Priority 1: | By June 2026, all learners will have benefited from improved pedagogical approaches in Literacy & Numeracy at Universal and Additional Level. This will result in improved attainment in assessments within Literacy & Numeracy core programmes and interventions. All cohorts will have made expected progress from previous tracking periods including an improvement in value added in P1. |
| School Priority 2: | By June 2026, all learners will have benefited from improved inclusive pedagogical approaches and inclusive learning environments allowing us to continue to reduce dysregulated behaviours, increase engagement in learning and ensure that all learners have access to a curriculum which meets their needs and raises attainment. |
| School Priority 3: | By June 2026, our curriculum rationale will reflect the school’s shared vision and values, supporting all children towards achieving their full potential and enabling them to develop the metaskills and the knowledge they require for life, learning and work. |
| Nursery Class Priority: | By June 2026, all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL.  By June 2026, those children identified as requiring additional Support with Speech, Language and Communication and Numeracy & Mathematics will progress towards their own specified targets within their learning frameworks. |

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**School Vision and Values**

\* Children are helped to make the right choices in all aspects of learning & behaviour to enable them to become skilled learners and caring future citizens.

\* Children and staff enjoy an excellent rapport where there is a high level of mutual trust and respect between all.

\* Parents, carers and friends are always welcome and their concerns valued, we are a “family school”.

\* Foundation skills of learning are assured and children are given opportunities to achieve success, challenge and enjoyment in the full range of learning areas so as to develop their talents and gifts.

\* All learning is enhanced by establishing effective partnerships with the school’s community.

\* Children and staff are provided with a safe haven which nurtures, protects and promotes achievement.

\* Children and staff are excited by learning and motivated to become lifelong learners, able to take full advantage of their next stage or pathway in their learning journey.

\* Children are provided with rich and memorable learning experiences which will inspire them to learn, help them to uncover their talents and challenge them to strive for excellence.

**We Care, We Share, We Dare**

**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)**

We will continue to promote the active involvement of parents in the life of Berryhill using our face to face methods alongside digital platforms creating a learning community in which our children and families can engage positively with teachers and their peers. We will aim to involve parents in all decisions affecting their child’s education and learning. We have a Parent Council which assists with whole school self-evaluation and parents will be involved in reviewing and evaluating our progress in A Curriculum For Excellence throughout the year. This will be linked closely to our work on Curriculum Creation & Content. This has successfully begun with consultation events for our pupils, parents and partners already providing rich data to inform improvement. We will continue to offer workshops on aspects of A Curriculum For Excellence during our curricular focus afternoon. We will continue to work with parents as partners in their child’s learning through target setting meetings, stay and play and Solihull. We have carried out extensive consultation with regards to our SAC & PEF plans and parents have engaged positively. We also have a school app where we can quickly consult parents through surveys.

Children will continue to be involved in our Pupil Parliament, RRS, Caring Crew, Fairtrade, Health Committee, JRSO and Enterprise Group. Children are regularly involved in self and peer evaluation of their work in school and this is timetabled in forward plans. Children will also play a significant role in responsive planning for our Curriculum Rationale. Our children will continue to participate in our focus weeks which allows them to have opportunities in wider achievement. We will continually ensure that "pupil & parent voice" is heard using our Big Blether platform.

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need ot be completed but will provide an overview of your improvement journey.)

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|  | Priority 1 | Priority 2 | Priority 3 |
| Year 1: Session 2025-2026 | **Learning, Teaching & Assessment:**  Universal   * High quality differentiation   Additional   * Targeted Literacy & Numeracy cohorts * Development of EPP | **Improvement in inclusive pedagogy and practice:**  Universal   * CIRCLE and SCERTS   (Nursery – NAIT / Up Up & Away)   * Personalised health and wellbeing targets   Additional   * Functional integration of EPP * Targeted HWB cohorts | **Curriculum Content Creation:**  Universal   * Metaskills   Additional   * Bespoke curriculum pathway |
| Year 2: Session 2026-2027 | **Learning, Teaching & Assessment:**  Universal   * High quality questioning   Additional   * Targeted Literacy & Numeracy cohorts * Development of EPP | **Improvement in inclusive pedagogy and practice:**  Universal   * CIRCLE and SCERTS   (Nursery – NAIT / Up Up & Away)   * Personalised health and wellbeing targets   Additional   * Functional integration of EPP * Targeted HWB cohorts | **Curriculum Content Creation:**  Universal   * Metaskills   Additional   * Bespoke curriculum pathway |
| Year 3: Session 2027-2028 | **Learning, Teaching & Assessment:**  Universal   * High quality feedback   Additional   * Targeted Literacy & Numeracy cohorts * Development of EPP | **Improvement in inclusive pedagogy and practice:**  Universal   * Review   Additional   * Review | **Curriculum Content Creation:**  Universal   * Review   Additional   * Review |

**2025-26 Improvement Plan**

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| Priority 1: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | By June 2026, all learners will have benefited from improved pedagogical approaches in Literacy & Numeracy at Universal and Additional Level. This will result in improved attainment in assessments within Literacy & Numeracy core programmes and interventions. All cohorts will have made expected progress from previous tracking periods including an improvement in value added in P1 and in our EPP. |
| Person(s) Responsible  Who will be leading the improvement? | **HT ADHT PT APT CTs** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 3,5** | | **NIF Driver: 4,6** | | | |
| **NLC Priority: 1,2** | | **QI: 1.2 2.2 2.3. 3.2** | | | |
| **PEF Intervention: 6** | | **Developing in Faith/UNCRC: 3, ,28** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Staffing, see PEF plan | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  ACEL data, Early Years data, milestones for learners with complex needs data, data from Literacy and Numeracy Trackers and Teacher Professional Judgement highlight that a number of pupils across each stage in the school require support to achieve their particular outcomes for Reading, Writing, Talking and Listening and Numeracy & Mathematics evidenced as follows:  P7 – Numeracy 58.1% currently on track to achieve second level, this will increase to 67.7% on track to achieve second level.    P4 – Numeracy 69.7% currently on track to achieve first level, this will increase to 78.8% on track to achieve first level.    P1, P4 & P7 combined Numeracy 63.9% currently on track to achieve this will increase to 73.3%. We will narrow our gap from 13.1% to 9.4% taking us within 3.7% of LA Q1 stretch aim and will narrow our gap from 27.3% to 17.9% between Berryhill and LA Q5.    P7 – Literacy: Talking & Listening 80.6% currently on track to achieve second level this will increase to 81.3% on track to achieve second level.  P7 – Literacy: Reading 54.8% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.  P7 – Literacy: Writing 48.4% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.  P7 – Literacy: Combined 61.3% currently on track to achieve second level this will increase to 72.2% on track to achieve second level.  P4 – Literacy: Talking & Listening 78.8% currently on track to achieve second level this will increase to 87.8% on track to achieve second level.  P4 – Literacy: Reading 72.7% currently on track to achieve second level this will increase to 75.7% on track to achieve second level.  P4 – Literacy: Writing 60.6% currently on track to achieve second level this will increase to 72.7% on track to achieve second level.  P4 – Literacy: Combined 70.7% currently on track to achieve second level this will increase to 78.7% on track to achieve second level.  P1, P4 & P7 combined Literacy 66% currently on track to achieve this will increase to 75.5%. We will surpass LA Q1 stretch aim moving from 3.4% below to 6.1% above. This will narrow our gap from 20.7% to 11.2% between Berryhill and LA Q5. | | | | | |
| **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 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| 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) |  |  |
| 3.2 Raising attainment and achievement   * overall quality of learners’ achievements   2.3 Learning Teaching & Assessment   * Learning & engagement * Quality of teaching   UNIVERSAL  By June 2026 all learners will benefit from tasks, activities and resources which are effectively differentiated to provide support, pace and challenge in order to ensure appropriate progress as demonstrated in our Progression Framework Trackers.  By June 2026 all learners will have benefited from improved pedagogical approaches to the planning, teaching and assessment of writing and will be making progress through our Progressive Framework Trackers in early, first and second level writing.  By June 2026 all staff will engage in Collaborative Action Research related to their CIP focusing on the teaching, learning and assessment of writing in order to raise attainment.  By June 2026 all staff will engage in their CIP focusing on teaching, learning and assessment in order to raise attainment of inconsistent and not on track learners. | Curriculum and Assessment  Leadership of Change     * CLPL for staff focussed on differentiation using IOS training resources * Learning Workshops on appropriate differentiation * Continue to develop Shared Understanding & Expectations Framework to include differentiation * Peer Learning Visits to observe good practice * Professional Reading Group * Focus on differentiation in Planning, Progress & Impact Meetings * HT & DHT IOS focus      * Ensure fidelity to the planning and implementation of taught writing, daily writing and writing across the curriculum in line with NLC Active Literacy guidance and best practice. * Early Level into First Level – consider aspects of The Drawing Club methodologies to enhance our universal offer in writing. * Enhanced collaborative planning time * Ongoing robust tracking of class data * Critically engaging in current research * Implementing and evaluating small tests of change * Ongoing robust tracking of class data * Critical reflection on pedagogy and methodologies used to meet learning needs | | Quantitative  Learners   * Attainment Data     Qualitative  Learners   * Learner Conversations * Learning Walk focus * Learning Logs     Staff   * Professional dialogue at Planning, Progress & Impact Meetings * Peer Feedback Bridge   Quantitative  Learners   * Attainment Data   Staff   * CIP       Qualitative  Learners   * Learner Conversations * Learning Walk focus * Learning Logs     Staff   * Professional dialogue at Plannng, Progress & Impact Meetings * CAR Paperwork * CIP |  |  |
| 2.4 Personalised support   * targeted support   3.2 Raising attainment and achievement   * overall quality of learners’ achievements   TARGETED  By June 2026 the attainment of selected learners, who have been identified as inconsistent in the benchmarks for literacy and numeracy, will show an improvement in their ACEL scores as a result of bespoke interventions.  By June 2026 4 P7, and 1 P4 pupils will have moved from inconsistent to on track at first/second level for reading.  By June 2026 6 P7, and 4 P4 pupils will have moved from inconsistent to on track at first/second level for writing.  2.4 Personalised support   * targeted support   By June 2026, 3 P7 and 3 P4 pupils will have moved from incinsistent to on track at first/second level. | Performance Information     * Read Write Inc * Methodologies from RWI incorporated into universal offer * CT CIP/CAR focus   Performance Information     * SEAL approach * Small group teaching focused on specific gaps within the benchmarks | | Quantitative  Learners   * Attainment Data * TPJ * YARC       Qualitative  Learners   * Learner conversations * RWI Assessment     Staff   * Professional dialogue at Progress & Impact meetings   Quantitative  Learners   * Attainment Data * TPJ * MaLT * Big Maths Data     Qualitative  Learners   * Learner conversations * Target Setting   Staff   * Professional dialogue at Planning, Progress & Impact meetings |  |  |
| **EPP**  By June 2026 9 P1 learners will benefit from evidence based pedagogical approaches to ensure meaningful progression bespoke to each individual. | Curriculum and Assessment   * Play based inclusive pedagogy * Indoor and outdoor learning experiences * Facilitate opportunities for mainstream integration | | Quantitative  Learners   * Attainment Data (B squared, milestones for children with complex needs, teaching talking resources, SCERTS) * TPJ     Qualitative  Learners   * Learner observations * Target Setting * Learning journals   Staff   * Professional dialogue at Planning, Progress & Impact meetings |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 2: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | By June 2026 all learners will have benefited from improved inclusive pedagogical approaches and inclusive learning environments allowing us to continue to reduce dysregulated behaviours, increase engagement in learning and ensure that all learners have access to a curriculum which meets their needs and raises attainment. |
| Person(s) Responsible  Who will be leading the improvement? | **HT ADHT PT APT CTs Ed. Psych** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2, 3,5** | | **NIF Driver:4,5** | | | |
| **NLC Priority: 2,3** | | **QI: 2.2 2.3 3.1** | | | |
| **PEF Intervention: 2,5** | | **Developing in Faith/UNCRC: 3,28** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  Please see PEF plan | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?  Our SDQ data over the last four years has shown a decrease in the percentage of children who are demonstrating a very high level of difficulty through the SDQ and other wellbeing assessments, as detailed in our Annual Improvement Reports. With a small percentage still displaying difficulties and our new enhanced provision starting, there is a need for strengthening of our universal inclusive practices across the school to support the wellbeing needs of all. TPJ and knowledge of our context also supports this.  Analysis of this data shows that almost all of these children live in quintile 1. | | | | | |
| **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**.  Staffing – see PEF Plan | | | | | |
| **EXPECTED IMPACT**  **(SHORT TERM TARGETS)** | **INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?** | | **HOW WILL YOU TRACK PROGRESS?**  **MEASURES** | **EVALUATION CHECKPOINT 1 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| 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 June 2026 all pupils will benefit from inclusive practices which focus on physical & social environment and structures & routines allowing for more regulated behaviours, higher levels of engagement and learners making progress at their own level.  By June 2026 all learners will work towards individual targets to improve their own social and emotional wellbeing allowing them to engage more fully in learning experiences resulting in an improvement in attainment. | Curriculum and Assessment  School and ELC Improvement   * CIRCLE/ Up, Up & away * SCERTS * Inclusive Classroom | | Quantitative  Learners   * Attainment Data * TPJ * SDQ * SCERTS assessments   Staff   * CICS plan     Qualitative  Learners   * Learner conversations * Pupil observations * Learning Visits and Walks * Target Setting   Staff   * Professional dialogue at Palnning, Progress & Impact |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 3: Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | By June 2026, all learners will have benefitted from the creation of progression pathways which support the development and assessment of meta skills. The rationale for the curriculum will reflect the school’s shared vision, supporting all children towards achieving their full potential and enabling them to develop the skills to embrace the knowledge they require for life, learning and work. |
| Person(s) Responsible  Who will be leading the improvement? | **HT ADHT PT APT CTs** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 2,3,5** | | **NIF Driver: 4,5** | | | |
| **NLC Priority:3,5** | | **QI: 2.2 2.3 3.1** | | | |
| **PEF Intervention: 5,8** | | **Developing in Faith/UNCRC: 3,28** | | | |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:  See PEF Plan | | | | | |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this?  Following a successful year 1 and 2 of implementation of our CCC refresh, we have now identified the need to effectively develop and assess progression of meta skills through our curriculum pathways. Following feeback from all stakeholders this was identified as essential skills for school, life, and their future. | | | | | |
| **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 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| 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 June 2026, all children will have regular, planned and tracked opportunities to develop key metaskills embedded across the curriculum through real-life, meaningful learning experiences.  By November 2025, all staff will have engaged in targeted CLPL to build a shared understanding of metaskills and how to teach, model, and assess them effectively.  By December 2025, all classes will have taken part in planned outdoor learning experiences which are explicitly linked to the development of key metaskills. | Curriculum and Assessment   * Staff will confidently integrate metaskills into learning and teaching, ensuring they are explicitly developed and visible across the curriculum. * Progress will be tracked and celebrated. * Relevant staff CLPL * Outdoor Learning sessions will provide meaningful, real-world contexts that support the transfer of metaskills beyond the classroom, aligning with our whole-school focus on preparing children for learning, life, and work. | | Quantitative  Learners   * Tracking Data * TPJ     Qualitative  Learners   * Learner conversations * Pupil observations * Learning Visits and Walks   Staff   * Professional dialogue at Progress & Impact |  |  |
| **Final evaluation (for submission):** | | | | | |

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| Priority 4 (Nursery Class) Long Term Outcome  What do you hope to achieve? What is going to change? For whom? By how much? By When? | | By June 2026 all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL.  By June 2026 those children identified as requiring additional Support with Speech, Language and Communication and Numeracy & Mathematics will progress towards their own specified targets within their learning frameworks. |
| Person(s) Responsible  Who will be leading the improvement? | **Nursery Lead, Nursery PT & Nursery Team** | |

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| **(Please insert the relevant information below using the codes above)** | | | | | |
| **NIF Priority: 1, 2, 5** | | **NIF Driver: 1, 2, 5** | | | |
| **NLC Priority: 1, 2, 5** | | **QI: 2.4, 2.5, 2.6, 2.7, 4.1 Quality Framework 1.4, 1.5** | | | |
| **PEF Intervention:** | | **Developing in Faith/UNCRC: Articles 3, 12, 28 and 39** | | | |
| 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 a priority? What data did you have to support this?  Current Speech and Language data highlights that 50% of children living in a low resourced community begin nursery with delayed language development. This is reflected in our observations of a number of learners within our nursery setting. Literacy Tracking has highlighted that 26.7% of learners are not on track for Talking and Listening outcomes appropriate to their age and stage. Numeracy Tracking has highlighted that 13.3% of learners are not on track for Numeracy outcomes appropriate to their age and stage.  Through our self-evaluation process, all staff have highlighted that they would benefit from enhancing their knowledge of how best to support children with Additional Support Needs particularly through dysregulated behaviour within the nursery setting. | | | | | |
| **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 (Internal Process)** | **EVALUATION CHECKPOINT 2 (Internal Process)** |
| 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) |  |  |
| 3.1 Ensuring wellbeing, equality and inclusion   * Inclusion   By June 2026, all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL | Curriculum and Assessment  Undertake CLPL:   * NAIT Resources * WOWW (Working on What Works) delivered by Ed. Psych | | Quantitative  Staff   * Improved baseline on a graded scale   Qualitative  Staff   * Up Up and Away Assessments |  |  |
| 2.4 Personalised Support   * Identification of learning needs and targeted support * Removal of barriers to learning   4.1 Staff Skills, Knowledge and Values   * Effective feedback and support enable staff to develop and improve through reflective practice   By June 2026, 8 learners identified as requiring additional Support with Speech, Language and Communication will make improvements in their speech and language outcomes. | Curriculum and Assessment   * Languageland Programme | | Quantitative  Learners   * Progression from Baseline Report * Literacy Trackers * Ongoing Observations during sessions   Staff   * TPJ * Review Meetings |  |  |
| 2.4 Personalised Support   * Identification of learning needs and targeted support * Removal of barriers to learning   4.1 Staff Skills, Knowledge and Values   * Effective feedback and support enable staff to develop and improve through reflective practice   By June 2026, 4 learners identified as requiring additional support with numeracy will make improvements in their outcomes in the early level framework tracker. | Curriculum and Assessment   * SEAL Methodologies | | Quantitative  Learners   * Progression from Baseline Report * Numeracy Trackers * Ongoing Observations during sessions   Staff   * TPJ * Review Meetings |  |  |
| **Final evaluation:** | | | | | |

**PEF ALLOCATION: £ 142 100**

**nOrth Lanarkshire Council**

**Education & FAMILIES**

**EQUITY PLAN 2025-26**

*(Internal recording; random sampling of PEF/Equity Plans*

*will continue throughout the session).*

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| **Rationale for EQUITY (PEF) plan** | | | | |
| Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure 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.  **Our Attainment Gap Narrative:**  Before allocating PEF resources we identify and understand where our attainment gap lies. Our 'Attainment Gap Narrative’ investigates aspects of our school that we consider unique to our setting. This included analysing:   1. Our school population and demographics. 2. Patterns of attendance, absence and exclusions. 3. Our curriculum content, rationale and design. 4. Our pupil’s attainment levels and any patterns associated with this in Literacy, Numeracy and Health and Wellbeing. 5. The health and wellbeing of our pupils including physical, social, behavioural and emotional health. 6. The quality of our workforce ensuring effective CLPL and continuous professional review and development.   Due to the significantly high levels of poverty and deprivation within our low resourced community, all of our approaches are offered universally. Building capacity within our team and focusing on aspects of sustainability through all of our universal and additional offers is a key focus during the planning process. We consider the following to be effective approaches in ensuring equity for our children and their families:  **PRAG:**  With almost all of our children residing in Quintile 1, our current data shows that we have narrowed our own gap when comparing our attainment figures to the local authority average, from our early predictions. Looking at the gap for next session based on the last available LA data for children living in the least deprived area, the plan is as follows:  P7 – Numeracy 58.1% currently on track to achieve second level, this will increase to 67.7% on track to achieve second level.    P4 – Numeracy 69.7% currently on track to achieve first level, this will increase to 78.8% on track to achieve first level.    P1, P4 & P7 combined Numeracy 63.9% currently on track to achieve this will increase to 73.3%. We will narrow our gap from 13.1% to 9.4% taking us within 3.7% of LA Q1 stretch aim and will narrow our gap from 27.3% to 17.9% between Berryhill and LA Q5.    P7 – Literacy: Talking & Listening 80.6% currently on track to achieve second level this will increase to 81.3% on track to achieve second level.  P7 – Literacy: Reading 54.8% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.  P7 – Literacy: Writing 48.4% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.  P7 – Literacy: Combined 61.3% currently on track to achieve second level this will increase to 72.2% on track to achieve second level.  P4 – Literacy: Talking & Listening 78.8% currently on track to achieve second level this will increase to 87.8% on track to achieve second level.  P4 – Literacy: Reading 72.7% currently on track to achieve second level this will increase to 75.7% on track to achieve second level.  P4 – Literacy: Writing 60.6% currently on track to achieve second level this will increase to 72.7% on track to achieve second level.  P4 – Literacy: Combined 70.7% currently on track to achieve second level this will increase to 78.7% on track to achieve second level.  P1, P4 & P7 combined Literacy 66% currently on track to achieve this will increase to 75.5%. We will surpass LA Q1 stretch aim moving from 3.4% below to 6.1% above. This will narrow our gap from 20.7% to 11.2% between Berryhill and LA Q5.  We continue to ensure that we are enhancing our learning, teaching and assessment within our universal offer using quality CLPL and data for improvement. This focus on building capacity within our staff ensures that improvements will be sustainable. The use of PEF has empowered us to prioritise the elements which suit our own unique context. This includes increased staffing levels which have allowed for an extended leadership team who are able to drive improvement in their own specific remit. Our current work on creating our curriculum content and rationale will allow us to use targeted, creative and bespoke learning, teaching and assessment approaches to further improve outcomes for our children and their family's ensuring excellence through equity. | | | | |
| **Link to Improvement Plan** | **Detailed Costings** | **Priority/Description** | **Intended Outcome/Impact**  Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve. | **Evidence/Measures**  Please indicate what evidence you are going to collect to show impact and progression. |
| Links to all priorities |  | The use of PEF to recruit and maintain staff has allowed me to release PTs, APT and PEF DHT to deliver support and interventions which target the attainment gap.    Please see each priority above for details on rationale and appropriate data.   * **1 FTE PEF DHT Post and APTs trained in all literacy, numeracy and HWB interventions. £8125 + £4791** * **Additional staffing to support the gap in Literacy & Numeracy specifically. £40 623 + £23 591** * **Additional staffing to allow PTs to drive improvement and deliver interventions in Literacy, Numeracy and HWB.** * **Any remiaing budget to be directed to learners within our EPP and those with needs across the school.** | Please see each priority above for details on measures and data collection. | Please see each priority above for details on measures and data collection. |

Appendix 1:

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

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| **UNCRC** | **HGIOS 4** | **National Improvement Framework** |
| 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  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  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 | 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  **PEF INTERVENTIONS**   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   **EDUCATION AND FAMILIES’ 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   **A QUALITY FRAMEWORK FOR ELC**  **1 Leadership**  1.1 Leadership and management of staff and resources  1.2 Staff skills, knowledge, values and deployment  1.3 Leadership of continuous improvement  **2 Children thrive and develop in quality spaces**  2.1 Children experience high quality spaces  **3 Children play and learn**  3.1 Play and learning  3.2 Curriculum  3.2 Learning Teaching and Assessment  **4 Children are supported to achieve**  4.1 Nurturing care and support  4.2 Wellbeing, inclusion and equality  4.3 Children’s progress  4.4 Safeguarding and child protection | **NIF Priorities**   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 skills and sustained, positive school leaver destinations for all young people ; 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information   **NIF Outcomes**   1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality. |
| **Developing In Faith**  ***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  6. Serving the common good. | | |