

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2023-24**

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| **School:** | Brannock High School |
| **Cluster:** | Brannock Cluster |
| **Head Teacher:** | Kevin McConnachie |

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| Improvement Plan Summary |
| Cluster Priority: | Improve Attendance |
| School Priority 1: | Improve Learning, Teaching and Assessment |
| School Priority 2: | Improve Pupil Wellbeing |
| Nursery Class Priority: |  |



**School Vision and Values**

Our Vision is for everyone in our Community to be:

**KIND, HAPPY & SUCCESSFUL**

In Brannock High School we value:

**RESPECT, HARD WORK & AMBITION**

Our School Aims are:

**MAXIMUM ATTENDANCE & ACHIEVEMENT**

**POSITIVE RELATIONSHIPS & DESTINATIONS**

**EXCELLENT LEARNING, TEACHING & ASSESSMENT**

**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)**

Ongoing consultation with Pupil Council regarding the embedding of the School’s Vision, Values and Aims.

Pupil Surveys on the quality of Learning, Teaching and Assessment carried out by all staff.

Pupil focus groups on the quality of Learning, Teaching and Assessment carried out across Faculties.

Pupil Wellbeing survey and Strengths and Difficulties Questionnaire carried out by most pupils.

Parent Council Sub Group providing feedback on our Curriculum Review

HMIE Parent Questionnaire issued at all Parent/Carer Consultation Evenings

Faculty DYW Champions engaging with partners to create business links across the Curriculum.

**2023-24 Improvement Plan**

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| Cluster Priority: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **Improved wellbeing and learning outcomes for learners by developing our inclusive practice in line with national GIRFEC principles and practice as identified by better identification of needs and interventions.** |
| Person(s) Responsible Who will be leading the improvement? | **All Cluster Heads** / (TBC Chair) / N Ritchie (CIIL) |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 2 / 3**  | **NIF Driver: NIF Driver: 1 / 2 / 3 / 4 / 5 / 6**  |
| **NLC Priority: 2 / 3**  | **QI: 2.1 / 2.4 / 3.1 /**   |
| **PEF Intervention:**  | **Developing in Faith/UNCRC: 2 / 6 / 12 / 29 // DIF – 2 / 3 / 6**  |
| 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?As part of our review of recovery initiatives and an evaluation of feedback from all Cluster HTs and Local Authority partners (Ed Psych / CIIL), it is evident that there is a significant need to improve the consistency of understanding and practice related to the identification of need in line with GIRFEC practice and principles. Work should be undertaken to improve staff knowledge, understanding and practice in a common approach to wellbeing assessment and planning (GirfME).  |
| **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) |  |  |
| Improved understanding of GIRFEC principles, practices and applications to improve wellbeing assessment and outcomes for pupils | * Identify areas of strength and areas of required professional learning related to GIRFEC
* CLPL on the GIRFEC processes, assessment and planning of GIRFME plans
* Moderation of GIRFME processes and plans
* Development of Cluster Policy (invite cluster working party)

Development of Cluster Vision and Values Sway to ensure integrated and consistent approach to supporting children, young people and families within community. | * GIRFEC Survey data
* CLPL offerings
* CLPL evaluations
* Cluster GIRFEC working party briefing, minutes and final Policy
* QA activities and evidence (e.g. moderation of plans; learning visit data etc)
* Learning plans and evaluations (for social and emotional learning)

Evaluation of CLPL activities |  |  |
| Learners’ needs are identified and assessed consistently across the Cluster.  | * CLPL planned and delivered related to the use of tools for assessment and planning (e.g. resilience toolkit; NP Model; Outcome Star)
* Common approach implemented across all establishments to profiling wellbeing needs and interventions for P5-7 for pupils requiring additional and intensive intervention
* CLPL opportunities to improve staff knowledge, understanding and skills on ASD with particular reference to use of SCERTS (led by educational psychologist)
* Completion communication environment audit

Schools individually Implement Glasgow Motivation and Wellbeing Profile (GMWP) to share results across cluster including S7-S1 transition. | * CLPL evaluations
* Evaluation of moderation of GIRFME plans to identify best practice for sharing
* Review and evaluation of transition approach and common data-sharing for P7
* Moderation of communication environment findings
* Consistent assessment and engagement with ASD learners across the cluster

Results of GWMP will identify areas of stretch and concern regarding learner wellbeing across the cluster. |  |  |
| Improved attendance across the cluster by 2% by June 2024  | * Standing agenda item to review monthly data and interventions
* Sharing practice for tracking and improving attendance
* Cluster review of most at-risk pupils/families across the cluster
* Explore cluster approaches to supporting engagement and attendance
* Deployment of newly appointed Family Engagement Support Assistant (FESA) to targeted families/pupils

Cluster CLPL on relational/approaches | * Collated cluster data
* Analysis and evaluation
* Effective practice identified
* FESA reports

Referral to and impact of Cluster Wellbeing Hub  |  |  |
| Reduce exclusion rate across the cluster  | * Standing agenda item to review monthly data and interventions
* Sharing practice for tracking and improving attendance
* Cluster review of most at-risk pupils/families across the cluster
* Explore cluster approaches to supporting inclusion and engagement (non-exclusion)
* Deployment of newly appointed FESA to targeted families/pupils
 | * Collated cluster data
* Analysis and evaluation
* Effective practice identified
* FESA reports
* Referral to and impact of Cluster Wellbeing Hub
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| **Final evaluation:** |

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| Priority 1: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **School Aim – Excellent, Learning, Teaching and Assessment***What do you hope to achieve?* We hope that each learner in Brannock High School has an excellent learning experience across their full curriculum.*What is going to change?* Identified areas of Teacher practice will change *For whom?* All learners*By how much?*  As a result of improved learner experience, National data for our leavers cohorts will be on or above the Virtual Comparator for each measure – Attainment for All, Poverty Related Attainment Gap, Literacy and Numeracy Attainment and Positive Destinations.*By When? 2025 - 2026* |
| Person(s) Responsible Who will be leading the improvement? | **L Connelly and S Kelly** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 3,5** | **NIF Driver: 5,6** |
| **NLC Priority: 1,2** | **QI:1.3,2.2,2.3,3.2** |
| **PEF Intervention: Yes** | **Developing in Faith/UNCRC: Article 28 and 29** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:We have two PT Equity who will work with targeted pupils in S3 and S4 to capture evidence of achievement in subjects (particularly literacy and numeracy) to ensure that young people at risk from leaving school without qualifications achieve as many awards as possible. We also have a 0.5 match funded role which will be used to support learners in removing barriers to attainment and increasing attendance in school.Use of PEF across the school to fund tuition and supported study for pupils in S4-6 who are studying NQ subjects in the school. This offer is initially offered to pupils who are SIMD 1-2 and at risk of dropping level or not attaining in the subject.  |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?ACEL, Insight and SQA results information shows that we continue to be behind in both national and virtual comparators in most measures for attainment in literacy, numeracy and across several subject areas. Raising attainment and achievement through excellent learning, teaching and assessment is a fundamental aspect and will allow us to support young people into sustained, positive destinations. We also identified young people in Senior Phase who were not maximising their time and potential in school to achieve the best qualification they could; we are aiming to reduce the amount of young people with little or no attainment by the end of S4. In session 2020/2021 there were 5 pupils with no attainment/tariff point capture and in session 2021/2022 there were 6 pupils. To help close the poverty related attainment gap, we will focus on improving attainment for SIMD1 & 2 learners to be closer to, or in line with, the Virtual Comparator, by reducing number of pupils with little or no attainment through targeted work by our Equity Team (2x PT Equity & Equity Teacher) and then increasing the quality of attainment through our curriculum model and improvements in learning, teaching and assessment. *SQA Attainment Data in August will allow us to identify specific Subject/Departmental attainment targets.* |
| **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) |  |  |
| Increase in S4-6 (Breadth and Depth: Leavers) achieving:

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| ***Measure*** | ***Current (%)*** | ***Target (%)*** | ***Current evaluation*** |
| 5@ L3 | 80 | 86 | Satisfactory |
| 5@ L4 | 74 | 80-84 | Weak |
| 1@ L5 | 81 | 85 | Satisfactory |
| 5@ L5 | 49 | 53-55 | Satisfactory |
| 1@ L6 | 50 | 56 | Weak |
| 3@ L6 | 32 | 37 | Satisfactory |
| 5@ L6 | 18 | 24 | Weak |

Close the Poverty Related Attainment Gap (National Benchmark Measure: Attainment vs Deprivation)

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Current Evaluation*** |
| *SIMD 1*  | +25 |  | Very Good |
| *SIMD 2*  | -122 | -50 | Weak |
| *SIMD 3* | -138 | -70 | Weak |
| *SIMD 4* | -133 | -70 | Weak |
| *SIMD 1 vs SIMD 5* | -38 | 0 | Satisfactory |

**Improving attainment for all (leavers)**

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| ***Measure*** | ***Current Tariff Score*** | ***Target Tariff Score*** | ***Current evaluation*** |
| Lowest 20% | 79 | 141 | Unsatisfactory |
| Middle 60% | 466 | 590 | Unsatisfactory |
| Highest 20% | 1028 | 1280 | Unsatisfactory |

 | Learning, Teaching and Assessment Collaborative – Moderation of Learning, Teaching and Assessment will take place across all Subjects and Faculties in collaboration with the 3 other High Schools in our Family Group – Braidhurst, Calderhead and Kilsyth. Collegiate time will be allocated in the Working Time Agreement and School Calendar to support Inter-school working on areas that are identified by each subject area.VSE (Validated Self-Evaluation Model) model will be launched next session to focus on Quality Indicator 2.3 LTA. This will involve a trial Faculty with peer Faculty Head who is part of the VSE Team, then being the focus of the next VSE.QI Machine will be introduced to allow better collation and summary of all information regarding LTA. This will support the VSE model and allow faculties to create overview of LTA that can be used as part of scoping exercise. Training will be provided for ELT on use and time will be given for FH’s to complete together with support for 3.2 Raising attain and achieve. 2.3 will be completed in May.Introduction of quality assurance procedures and calendar for Faculties to standardise activities throughout the year and allow SLT links to use as focus for meetings.LTA working group will consolidate improvement work already completed by through quality assurance of surveys, focus groups and learning visit materials. The policy will adapt roles and responsibilities into L&T charter through consultation with pupils, parents and carers.Extended use of digital resources, specifically the introduction of “Lets Achieve” into the senior phase curriculum of all subjects to support LTA. | Tracking and monitoringPrelim resultsEstimatesCfE MachineBGE Benchmarking toolProgress and AchievementVSEParent/ Carer/ Pupil/ Partner ViewsLearning visitsQI MachineAttainment reviewsDIP reviewsInsightNLC dashboardACEL dataTeacher confidence reportingCurricular Plans**Local Measure- Breadth and Depth: All Candidates****S4**

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| ***Measure*** | ***Current******(Aug 23)*** | ***Target (%)*** | ***Target evaluation*** |
| 5@ L3 | 81.4 | 85+ | Good |
| 5@ L4 | 76.3 | 80+ | Good |
| 1@ L5 | 81.4 | 80+ | Good |

100% S4 pupils with captured Attainment.**S5**

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| ***Measure*** | ***Current******(Aug 23)*** | ***Target (%)*** | ***Target evaluation*** |
| 1@ L6 | 49.5 | 58 | Good |
| 3@ L6 | 22.2 | 36 | Good |
| 5@ L6 | 10.1 | 15 | Good |

**S6**

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| ***Measure*** | ***Current*** | ***Target (%)*** | ***Target evaluation*** |
| 3@ L6 | 33.6 | 45 | Good |
| 5@ L6 | 19 | 28 | Good |

**Local Measure: Attainment vs Deprivation****S4**

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | 80 | 0 | Good |
| *SIMD 2*  | +6 | +33 | Very Good |
| *SIMD 3* | 80 | 0 | Good |
| *SIMD 4* | -51 | 0 | Good |
| *SIMD 1 vs SIMD 5* | -112 | -20 | Satisfactory |

**S5**

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | -10 | 0 | Good |
| *SIMD 2*  | -204 | -50 | Satisfactory |
| *SIMD 3* | -156 | -50 | Satisfactory |
| *SIMD 4* | -80 | 0 | Good |
| *SIMD 1 vs SIMD 5* | -109 | -20 | Satisfactory |

**S6**

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | -175 | -50 | Satisfactory |
| *SIMD 2*  | -237 | -50 | Satisfactory |
| *SIMD 3* | -163 | -50 | Satisfactory |
| *SIMD 4* | -282 | -50 | Satisfactory |
| *SIMD 1 vs SIMD 5* | -212 | -50 | Satisfactory |

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| Increase in young people attaining (leavers) L3-6 in literacy and numeracy

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| ***Literacy*** | ***Current (%)*** | ***Target (%)*** | ***Current evaluation*** |
| L3 | 95 | 96 | Good |
| L4 | 93 | 95 | Good |
| L5 | 74 | 81 | Satisfactory |
| L6 | 40 | 50 | Weak |

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| Numeracy | ***Current (%)*** | ***Target (%)*** | ***Current evaluation*** |
| L3 | 89 | 96 | Weak |
| L4 | 80 | 91 | Weak |
| L5 | 57 | 65 | Weak |
| L6 | 21 | 22 | Good |

 | PEF Principal Teachers working with pupils at risk of little or no attainment, first focus on literacy and numeracy.Principal Teacher of Support for Learning will prioritise literacy and numeracy interventions for pupils in the Senior Phase.English and Maths focus on getting all pupils through literacy and numeracy unit at higher level than NQ where possible. Pupils also doing freestanding units for N5/ Higher.Introduction of Application of Maths as alternative Level 5 Numeracy qualification.Work completed in S3 where possible and evidence banked.Literacy allocation in S1 -Literacy working group target of all S1 pupils achieving age 12 reading ability by end of S1.Literacy approaches identified across the school.Impact of literacy interventions – Toe by Toe, RWI, Online resources.Expanded course offering in Senior Phase.Alternative options to English and Maths in S5/S6 Columns |

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|  | **Target** |
| **Lit** | **L3** | **L4** | **L5** | **L6** |
| **S4** | **95%** | **93%** | **74%** |  |
| **S5** | **96%** | **95%** | **82%** | **52%** |
| **S6** |  |  |  | **53%** |

**Local Measure: Literacy****Local Measure: Numeracy**

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|  | **Target** |
| **Num** | **L3** | **L4** | **L5** | **L6** |
| **S4** | **94%** | **88%** | **62%** |  |
| **S5** | **96%** | **92%** | **67%** | **20%** |
| **S6** |  |  |  | **22%** |

**Local Measure: Improve attain for all****S4**

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| ***Measure*** | ***Current Tariff Score*** | ***Target Tariff Score*** | ***Target evaluation*** |
| Lowest 20% | 71 | 119 | Good |
| Middle 60% | 287 | 321 | Good |
| Highest 20% | 404 | 428 | Good |

**S5**

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| --- | --- | --- | --- |
| ***Measure*** | ***Current Tariff Score*** | ***Target Tariff Score*** | ***Target evaluation*** |
| Lowest 20% | 54 | 140 | Good |
| Middle 60% | 415 | 542 | Good |
| Highest 20% | 885 | 956 | Good |

**S6**

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| --- | --- | --- | --- |
| ***Measure*** | ***Current Tariff Score*** | ***Target Tariff Score*** | ***Target evaluation*** |
| Lowest 20% | 84 | 142 | Good |
| Middle 60% | 499 | 629 | Good |
| Highest 20% | 1034 | 1234 | Good |

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| Increase in ACEL data in S3 for literacy and numeracy at L3 and L4.- Listening & Talking from 3.5 to 3.6 average (Good to Very Good)- Reading from 3.4 to 3.5 (Good to Very Good)- Writing from 3.4 to 3.5 (Good to Very good)- Numeracy from 3.2 to 3.4 (Satisfactory to Good) |  | **S3 ACEL- Numeracy**Improve Numeracy level by one level for 18 pupils to match comparator score.**S3 ACEL- Literacy**Improve achieved level in all 3 areas by 5-10 pupils. |  |  |
| **Final evaluation:** |  |  |  |  |

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| Priority 2: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? | **Improve pupil Wellbeing (School Aims: Maximum Attendance & Attainment/Positive Relationships):****What do we want to achieve:** We hope that most learners in Brannock High School to feel safe and happy, improved relationships**What is going to change:** Improved Attendance (everyone’s responsibility), Reduced Exclusions**For whom:** Identified groups including Vulnerable groups/School refusers/Low Attendees**By how much:** Whole school Attendance increases to 91% and exclusion openings reduced by half**By When**: June 2024 |
| Person(s) Responsible Who will be leading the improvement? | **D Bradshaw** |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority: 2** | **NIF Driver: 1, 3, 5** |
| **NLC Priority: 3, 5** | **QI: 3.1** |
| **PEF Intervention:** | **Developing in Faith/UNCRC:** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: |
| **RATIONALE (WHY?)**Why have you identified this as a priority? What data did you have to support this?Whole school attendance has dropped from the previous academic session (2021/22 - 88.4%, 2022/23 - 87.7%). This is behind the NL authority average. Raising attendance is key to maximising attainment and positive designation opportunities. There has been no significant reduction of exclusions when comparing 2021/22 (63 Openings) and 2022/23 (60 Openings). Promoting positive relationships and formalising the Alternative 2 model to support pupils regulate behaviour is fundamental to improving outcomes for all learners.The GMWP Completed April 2023 highlights: * Majority of pupils like the school
* Majority of pupils feel safe in school
* Majority of pupils feel as this they belong to this school
* Majority of pupils feel Teachers tell them what they are good at

Focusing on improving wellbeing is important to ensure that most pupils like this school/feel safe/feel as this they belong. |
| **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) |  |  |
| Whole School Attendance Target for Session 23/24 **– 91%**Targeted Groups:- S3/S4 Cohort – 87%- SIMD 1&2 – 89.5 % | Attendance Policy updated with clear focus on roles/responsibilities of all stakeholders.Attendance Self Evaluation Toolkit | Attendance DataTracking and monitoringNLC dashboardP&AParent/ Carer/ Pupil/ Partner Views |  |  |
| Reduced Exclusions for session 23/24:- Exclusion reduced to 30 from 63 openings | Alternative 2Revisit Relationships Policy - TACT Meetings | Exclusion DataAlternative 2 Data |  |  |
| Nurture Principle 2 – Classroom offers a safe base.GWMP: Focusing on improving wellbeing to ensure that most pupils (instead of majority) like this school/feel safe/feel as this they belong. | Educational Psychology Service:* Restorative Practice Training
* De-Escalation Training
* Nurture Principal 2 Training
* VIG/VERP
 | Learning VisitsReferral DataAchievement CertificatesGWMP DataParent/ Carer/ Pupil/ Partner Views |  |  |
| Wellbeing interventions: - Forest Schools- Support for Sport- Seasons for Growth- MVP- Teen Talk- L.I.A.M.- Nurture GroupsGWMP: Focusing on improving wellbeing to ensure that most pupils (instead of majority) like this school/feel safe/feel as this they belong.Whole School Attendance Target for Session 23/24 **– 91%** | Forest Schools: 3 Blocks of 8 weeks will be delivered targeting S1-S3 pupils Seasons for Growth: 2 Blocks will be delivered targeting S1-S3 MVP – Mentors to deliver a minimum of 4 sessions to S2/S3 Cohort.Teen Talk – Delivery of Group sessionsNurture Groups – Identification on vulnerable groups.  | GWMP DataBoxhall ProfileAttendance DataReferral DataParent/ Carer/ Pupil/ Partner Views |  |  |
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| **Final evaluation:** |

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| Priority 3: Long Term OutcomeWhat do you hope to achieve? What is going to change? For whom? By how much? By When? |  |
| Person(s) Responsible Who will be leading the improvement? |  |

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| **(Please insert the relevant information below using the codes above)** |
| **NIF Priority:**  | **NIF Driver:** |
| **NLC Priority:** | **QI:** |
| **PEF Intervention:** | **Developing in Faith/UNCRC:** |
| If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: |
| **RATIONALE (WHY?)**Why have you identified this as priority? What data did you have to support this? |
| **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) |  |  |
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| **Final evaluation:** |

**nOrth Lanarkshire Council**

**PEF ALLOCATION: £**

**Education & FAMILIES**

**EQUITY PLAN 2023-24**

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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. |
| **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. |
| **Close the poverty related attainment gap** | 2 x PT Equity Posts = £15,000    | PT Equity Senior Phase will target vulnerable groups in S4 to ensure minimum attainment in Literacy and Numeracy for all pupils.  PT Equity BGE will target vulnerable groups in S3 to improve Level 3 ACEL data. 85% of S3 pupils achieving Level 3 Literacy and Numeracy.   | Close the Poverty Related Attainment Gap (National Benchmark Measure: Attainment vs Deprivation)

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Current Evaluation*** |
| *SIMD 1*  | +25 |  | Very Good |
| *SIMD 2*  | -122 | -50 | Weak |
| *SIMD 3* | -138 | -70 | Weak |
| *SIMD 4* | -133 | -70 | Weak |
| *SIMD 1 vs SIMD 5* | -38 | 0 | Satisfactory |

 | **S4**

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| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | 80 | 0 | Good |
| *SIMD 2*  | +6 | +33 | Very Good |
| *SIMD 3* | 80 | 0 | Good |
| *SIMD 4* | -51 | 0 | Good |
| *SIMD 1 vs SIMD 5* | -112 | -20 | Satisfactory |

**S5**

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| --- | --- | --- | --- |
| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | -10 | 0 | Good |
| *SIMD 2*  | -204 | -50 | Satisfactory |
| *SIMD 3* | -156 | -50 | Satisfactory |
| *SIMD 4* | -80 | 0 | Good |
| *SIMD 1 vs SIMD 5* | -109 | -20 | Satisfactory |

**S6**

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| --- | --- | --- | --- |
| **SIMD** | **Current** | ***Target diff to VC*** | ***Target Evaluation*** |
| *SIMD 1*  | -175 | -50 | Satisfactory |
| *SIMD 2*  | -237 | -50 | Satisfactory |
| *SIMD 3* | -163 | -50 | Satisfactory |
| *SIMD 4* | -282 | -50 | Satisfactory |
| *SIMD 1 vs SIMD 5* | -212 | -50 | Satisfactory |

 |
|  | 0.5 Match funded Support Teacher = £26,275   | Match funded teacher will provide attainment in STEM areas for targeted pupils.   |  |  |
|  | PT Equity Fund = £5000  | Materials and resources to support targeted S4 pupils.  |  |  |
|  | Faculty Fund = £25,000  | To support individual Faculties/Departments and Staff in targeting pupils within the classroom.  |  |  |
|  | Targeted Supported Study Programme = £15,000  | Post T+M data will be used to target pupils at risk of not attaining in subject areas.  |  |  |
|  | Reducing the cost of the School Day – Breakfast Club, Uniform Bank = £3000   | Daily breakfast club and uniform bank will be used to reduce the cost of the school day for disadvantaged families.    |  |  |
|  | Counselling Service = £4000   | Additional counselling sessions will be provided for targeted pupils |  |  |
|  | Future Friday Fund = £2000 |  |  |  |

Appendix 1:

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

|  |  |  |
| --- | --- | --- |
| **UNCRC** | **HGIOS 4 & HGIOELCC** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the childArticle 2 - non-discriminationArticle 3 - best interests of the childArticle 4 - implementation of the ConventionArticle 5 - parental guidance and child's evolving capacitiesArticle 6 - life, survival and developmentArticle 7 - birth registration, name, nationality, careArticle 8 - protection and preservation of identityArticle 9 - separation from parentsArticle 10 - family reunificationArticle 11 - abduction and non-return of childrenArticle 12 - respect for the views of the childArticle 13 - freedom of expressionArticle 14 - freedom of thought, belief and religionArticle 15 - freedom of associationArticle 16 - right to privacy                                 Article 17 - access to information from the mediaArticle 18 - parental responsibilities and state assistanceArticle 19 - protection from violence, abuse and neglectArticle 20 - children unable to live with their familyArticle 21 – adoptionArticle 22 - refugee childrenArticle 23 - children with a disabilityArticle 24 - health and health servicesArticle 25 - review of treatment in careArticle 26 - social securityArticle 27 - adequate standard of livingArticle 28 - right to educationArticle 29 - goals of educationArticle 30 - children from minority or indigenous groupsArticle 31 - leisure, play and cultureArticle 32 - child labourArticle 33 - drug abuseArticle 34 -sexual exploitationArticle 35 - abduction, sale and traffickingArticle 36 - other forms of exploitationArticle 37 - inhumane treatment and detentionArticle 38 - war and armed conflictsArticle 39 - recovery from trauma and reintegrationArticle 40 - juvenile justiceArticle 41 - respect for higher national standardsArticle 42 - knowledge of rights | 1.1: Self-evaluation for self-improvement1.2: Leadership for learning1.3: Leadership of change1.4: Leadership and management of staff1.5: Management of resources to promote equity2.1: Safeguarding and child protection2.2: Curriculum2.3: Learning teaching and assessment2.4: Personalised support 2.5: Family learning2.6: Transitions2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children’s progress 3.3: Developing creativity and skills for life | NIF Priorities1. 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
 |
| **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
 |
| **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 Life2. Developing as a community of faith and learning3. Promoting Gospel Values4. Celebrating and Worshiping6. Serving the common good. |