

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2020-21**

|  |  |
| --- | --- |
| **School:** | **CHRYSTON HIGH SCHOOL** |
| **Cluster:** | CHRYSTON HIGH SCHOOL |

|  |  |
| --- | --- |
| Improvement Plan Summary | |
| Cluster Priority: | **Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.** |
| School Priority 1: | **To provide further equity and support for all young people throughout the recovery period by continuously improving learning & teaching and assessment to raise their attainment and achievement.** |
| School Priority 2: | **Further embed a digital learning pedagogy across all stages of the curriculum, which appropriately engages all young people and delivers a high quality learning experience for all.** |
| School Priority 3: | **Further improve and fully support young people’s health & well-being throughout the recovery period** |

**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**

**Vision**

The shared vision for Chryston High School is to continuously and actively promote a positive, inclusive, engaging and aspirational ethos which enables all learners to achieve success and also achieve their potential as lifelong learners and responsible citizens. We have a clear vision which is to continuously improve learning which ultimately raises attainment for all, especially in literacy, numeracy and well-being.

**Aims**

Our school has two main aims – **continuously improve learning** and **build capacity of everyone in our community.**

**Values**

These aims are wrapped around our core values – I C A R E **(Integrity, Compassion, Ambition, Respect and Equity).**

We promise to care equally for all young people and intervene appropriately to overcome barriers to learning. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Chryston High School with the skills, knowledge and resilience to achieve a sustainable positive school leaver destination into the world of work, training or further/higher education.

**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.

***Parent Council Discussions 9.9.2020***

***4.11.2020***

**Details of engagement with parents/carers**

**Details of engagement with learners**

***CHS Parliament Discussions 4.9.2020***

***30.10.2020***

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 |

|  |  |  |  |
| --- | --- | --- | --- |
| *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.* | **Developing in Faith Themes** | *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*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life |
| 1. Developing as a community of faith and learning |
| 1. Promoting Gospel Values |
| 1. Celebrating and Worshiping |
| 1. Serving the common good. |

**2020- 21 Cluster Improvement Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| IMPROVEMENT PRIORITY: | Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases. | | | | | |
| Person(s) Responsible  Who will be leading the improvement? | | | **Cluster Chair and CIIL, Cluster HT’s  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 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. |  | November 2020 |
| All practitioners across the cluster 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. | 100% of staff trained and implementing the GIRFEC pathway.    Data on revised staged intervention approach  will show decreasing numbers as stages escalate | GIRFEC refresh | Feb 2021 |
| 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. | Feb 2021 – April 2021 |
| 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.    Admin resources for the wellbeing team. | Base to be fully functional by April, 2021. |
| All establishments in the cluster are supporting families experiencing poverty via a robust ‘Poverty Proofing Our School/ Centre’ policy. | All heads of schools and centres will produce a ‘Poverty Proofing Our School/ Centre’ policy for their own establishment.    ‘Connecting Families’ (Club 365 intensive model) is included in revised ‘Support Around the School’ meetings. | Policies are written.    Increased number of referrals from schools to the Financial Education Team. | Guidance paper for policies. | Policies to be written by the end of February, 2021. |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |

**2020-21 School Improvement Priority 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 1:** | **To provide further equity and support for all young people throughout the recovery period by continuously improving learning & teaching and assessment to raise their attainment and achievement.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **J Mitchell & A Jopling** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 1.1, 1.2, 2.3, 3.2 | | 4, 5, 6, 7, 8, 10, 11 | 2, 4, 5, 6 | 1, 2, 4 | 1, 2, 5 | RRS Article 2, 28, 29 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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? |
| **1 (a) ATTAINMENT & ACHIEVEMENT**  Continuously improving trends (%) of young people achieving the following:   1. 5 or more awards at SCQF 5 by the end of S4 – (aim by Aug 2021, 50%) 2. 1 or more award at SCQF 6 by the end of S5 – (aim by Aug 2021, 60%) 3. 3 or more awards at SCQF 6 by the end of S5 – (aim by Aug 2021, 45%) 4. 5 or more awards at SCQF 6 by the end of S5 – (aim by Aug 2021, 21%) 5. 5 or more awards at SCQF 6 by the end of S6 – (aim by Aug 2021, 38%) | Supporting staff during recovery phase in effective tracking and monitoring systems in the senior phase.  Specific to the recovery period, devise a CHS programme/guide to support staff and young people in the senior phase regarding assessment and communicating progress/learning with young people. ***(Short Life Focus Groups)***  Provide high quality professional learning programmes for staff throughout the recovery period to further reflect upon and support their practice through collaboration **(CLPL/Leadership Framework Focus Group)**  Devise a programme encouraging and facilitating high quality reflective practice particularly through staff learning visits and self-evaluation to support all colleagues in their practice and professional learning throughout the recovery period and thereafter. **(Evolve SE School Improvement Team to become Supporting L&T Focus Group)**  Introduce a CHS Learning & Teaching Toolkit replacing our L&T Policy taking into account what we have learned and reflected upon during the recovery period to further support colleagues in our practice.  Focused & collaborative approaches to further overcome barriers of specific target groups of young people including those who are Care Experienced and Young Carers.  Introduce an alternative to Parent Consultations in line with recovery/COVID-19 guidelines – replaced with reports to parents  **(Reporting Focus Group)** | Ongoing tracking data (short, medium and long term)  Assessment data/NLC Dashboard data  SQA data  Insight data (virtual & national comparators) | Education Scotland Advice  SQA advice/publications  CLPL budget  Provide opportunities for colleagues to read, discuss, understand and implement assessment requirements as published in SQA documentation (Faculty Meetings, INSET, SLT Meetings etc.) | Aug 2020  Dec 2020  Feb 2021  April 2021 |
| **1 (b) BGE ACHIEVEMENT OF A LEVEL**  Further improved **% of literacy and numeracy achievement of all young people by the end of S3** (Levels 3 & 4) | Assessment & Moderation workshops/sessions with relevant cluster colleagues in literacy including in transition  Target groups identified to further support interventions for small group work to enhance their literacy and numeracy. (Continuation of Read, Write Inc. etc.) | ACEL data  SNSA data  Tracking data  Staff views | Relevant resources to facilitate assessment & moderation across CHS cluster. | Nov 2020  Feb 2021  May 2021 |
| **1 (c) ATTAINMENT OF LEAVERS**   1. On leaving school more young people will have achieved **SCQF 4 & 5 in literacy and numeracy** (SCQF 4 – 87-89% & SCQF 5 – 60%) 2. Further improve the percentage of young people in **SIMD quintiles 1 & 2 achieving Numeracy SCQF 5** | Continue to provide further equity and creativity in the senior phase curriculum (FAs, Enhanced Curriculum, Alternative SQA courses including NPAs etc.)  Target groups identified, mentored and fully supported to achieve highest possible literacy and numeracy levels before leaving school. | Tracking data  SDS data (data hub)  Insight data  Assessment data/NLC Dashboard data | SAC support:  Digital devices  SAC Teacher (small group/1:1 support)  Enhanced Curriculum resources and staffing  £18,000 (approximately) | Dec 2020  Feb 2021  May 2021 |
| **1 (d) 32 PERIOD WEEK PLANNING**  Updated curriculum plan in place for implementation of 32 period week (NLC) to begin in session 2021-22 | Consultations with young people, staff and parents/families  TT, Staffing and Curriculum planned and agreed | TT in place for beginning of 2021-22 session | NLC advice documents/guidelines  Education Scotland – Building the Curriculum etc.  Curriculum mapping and revised CHS Curriculum Rationale | May 2021 |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |

**2020-21 School Improvement Priority 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | **Further embed a digital learning pedagogy across all stages of the curriculum, which appropriately engages all young people and delivers a high quality learning experience for all.** | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **A Cooper, A Mullen & K Norris** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 1.2, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3 | | 4, 5, 6, 7, 8, 9 | 1, 2, 3, 4, 6 | 1, 2, 3 | 1, 2, 4 | RRS Article 17, 28, 29 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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? |
| **2 (a) DIGITAL LEARNING AVAILABLITY**  All young people (100%) have access to a device and internet access which enables them to engage in digital learning at home | Evaluate & review learner access requirements.  NLC guidance to be reviewed for school context.  Establish a safe users guide (engaged, safe and responsible) | Engagement Surveys (young people and parents/families)  Parent Consultation  Evaluations of needs | NLC deployment of devices guidance.  Covid-19 Re-opening of schools guidance  Digital devices/laptops/access (as required) | Ongoing throughout the session with checkpoints:  Aug 2020  Jan 2021  April 2021 |
| **2 (b) DIGITAL LEARNING ACCESS**  All young people (100%) have straightforward and fully understood access digital learning in all curriculum areas. | All staff (all faculty areas) have access to/use Glow and Microsoft Teams (usernames/passwords etc.)  All young people have access to Glow/Microsoft Teams (usernames/password etc)  All staff have ongoing opportunities for digital CLPL (Glow/Microsoft Teams)  All young people engaged in refresher training in Glow/Microsoft Teams) | Survey/Evaluations (Staff, young people and parents/families)  Consultations/Views (Staff, young people and parents/families) | Updated Curriculum Rationale  Education Scotland guidance  NLC Digital Learning Guidance  NLC Digital School  e-Sgoil  Scholar | Ongoing throughout the session with checkpoints:  Aug 2020  Jan 2021  April 2021 |
| **2 (c) DIGITAL LEARNING (PEDAGOGY & PRACTICE)**  Increased use of digital tools/resources to inform planning & assessment of learning, within school and out-with the classroom environment | All staff to include digital learning/assessment opportunities in planning, considering a range of methods including:  OneNote  Sway  Forms | Learner evaluations  Staff consultations | Provide opportunities for colleagues to read, discuss, understand and implement digital learning and assessment as published in Education Scotland & NLC documentation (Faculty Meetings, INSET, SLT Meetings etc.) | Ongoing throughout the session with checkpoints:  Aug 2020  Jan 2021  April 2021 |
| **2 (d) DIGITAL LEARNING EXPERIENCES**  Further embed digital learning experiences across the curriculum through development of staff digital knowledge, skills and confidence. | Nominate a CHS Digital Champion  Staff offered ongoing high quality digital learning CLPL | Planning, tracking & monitoring  Insight (Teams)  Staff CLPL/PRD | CLPL programme  INSET | Ongoing |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |

**2020-21 School Improvement Priority 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 3:** | **Further improve and fully support young people’s health & well-being throughout the recovery period** | | | | | |
| **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)** |
| 2.1, 2.2, 2.4, 2.7, 3.1 | | 1, 2, 3, 10 | 1, 2, 3 | 1, 2, 3 | 3 | RRS Article 12, 24, 28 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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? |
| **3 (a) RRS SILVER AWARD**  CHS achieves the Rights Respecting Schools Silver Award by June 2021 | Embed a programme for accreditation reviewing relevant school policy and practice to incorporate RRS and our school values:  -Relationships/Celebrating Success, Mental Health, Well-being  **(RRS/Well-being Focus Group)** | RRS accreditation awarded (silver)  Positive Behaviour Learning/Relationships data  Tracking & Monitoring (behaviour/effort)  Attendance data  Inclusion (exclusion) data  People’s views (staff, young people, parents/families) | Relevant funding for RRS  Relevant CLPL related to RRS Accreditation | Feb 2021  May 2021 |
| **3 (b) CLOSING THE GAP** | Establish where curricular gaps exist in the widest sense and incorporate what we have learned about engagement during school closure (lock-down)  Create a blend between digital and school-based learning that meet the needs of all young people | Tracking & monitoring data  Faculty meeting minutes  People’s views (staff, young people, parents/families)  Performance data of target groups | Microsoft Teams  SQA materials & data | Ongoing throughout the session with checkpoints:  Aug 2020  Jan 2021  April 2021 |
| **3 (c) GIRFEC**  All practitioners are familiar with the GIRFEC refresh to ensure interventions are in place so that 100% of young people requiring/entitlement to support have agreed and clearly identified strategies which are shared, understood and consistently used by all involved in their lives/learning and well-being. | Further embed our HWB strategies/forum working with all colleagues and partners  Further embed ‘Team Around the Child’ strategies to include and actively involve the views of all involved in young peoples’ lives/learning and well-being (including class teachers where appropriate)  Further enhance our support for learning resources and mechanisms including staged interventions, differentiation, GIRFMe planning | Minutes of meetings  Attendance  Inclusion (exclusion) data  PASS survey data etc.  Peoples’ views | Staffing (potentially supported through PEF/SAC) | Nov 2020  Feb 2021  May 2021 |
| **3 (d) STAFF WELL-BEING**  Signposting: colleagues know where and how to access support, resources and online opportunities | Check ins for all staff – from line managers, SLT and colleagues  Social opportunities where possible  CLPL/INSET opportunities – self-care practice  **(Staff Well-being Focus Group)** | Staff views  Staff participation | In school support plus NLC Staff Welfare Officer (C Campbell)  CLPL opportunities  INSET | Ongoing |

|  |  |
| --- | --- |
| **Evaluative Statement & Actual Impact/ Evidence** | |
| **November** |  |
| **February** |  |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:**

**Chryston High School**

**SAC/PEF ALLOCATION (FTE or resource):**

**0.89 (SAC) / £60,000 (PEF)**

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**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. |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.) |
| Read, Write, Inc including continual training (£2,000)  Acting PT ACE (Achievement,  Careers and  Employability)  (£8,552)  Acting DHT PEF  (£16,624)  Counselling Service  (£21,000)  FTE (1.4) | Literacy  Literacy, Numeracy & HWB  Literacy, Numeracy & PEF  HWB  Literacy, Numeracy & HWB | Continue to improve the literacy (particularly reading comprehension) of those in the BGE with a significantly low reading age.  Embed a skills framework into our curriculum from S1 with reference to the Careers Education Standard so that young people can make clear links in each curricular area to relevant skills required for successful employment.  All young people in the BGE will have support to complete their profiling on an ongoing basis. By the end of S3, all young people will have a completed profile.  DHT will oversee and facilitate strategies and initiatives to fully support and improve the attainment and achievement of all young people requiring support including:   * Lower SIMD quintiles * FME * ASN (as appropriate)   Teen Talk Scotland – support and improve the mental well-being of referred young people  Staffing to support small group work and 1:1 mentoring | Tracking & monitoring  YARC  S3 Profiles  Peoples’ views  Attendance data  Assessment data  Tracking & monitoring  SQA data  YARC  Engagement  PASS  Attendance data  Engagement  PASS  Peoples’ views  Well-being questionnaires  Tracking & monitoring  Assessment data  YARC  SQA data |