

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2019-20**

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| **School/Establishment:** | Chryston Primary School |
| **Date Submitted:** | 14th June 2019 |

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| **Scottish Attainment Challenge School:** | No |

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| **Pupil Equity Fund Allocation:** | £49,200 |

**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.

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**Rationale**

We consider a number of factors when allocating additional support to ensure equity across the school. Pupils in SIMD 1-3 are known to staff as are pupils with FSME. The progress of these pupils is tracked and additional support is put in place, as with all children, when required. Additional input is in place in the form of differentiated work from the class teacher initially. This can be in the form of a separate curricular plan within a group but can extend to an Additional Support Plan or a Coordinated Support Plan where required. We ensure timetables of support staff and classroom assistants ensure equality and equity across the school and for those individuals who require additional input. We work extensively with partner agencies to ensure good communication between agencies and plan appropriately to ensure adequate provision and support is in place. Principal teachers provide additional support and input to targeted groups and individuals where timetabling allows. We work extensively with parents to ensure their views are sought and they are fully involved in their child’s learning.

We examine and interrogate a range of data to ensure that gaps are identified and action is taken to prevent emerging or widening gaps. We take information from PIPs, SNSAs, CEM, Benchmarking and Teacher Judgement. Teachers plan and assess groups and individual learners daily in their teaching through the use of formative and summative assessments. Peer and self assessment is evident in day to day ongoing class work and high value is placed on teacher assessment and judgement. Robust planning and transition information ensures that we track pupil progress across the CfE levels and show a record of wider achievements. This information assists in formulating groups and in turn classes. Improvement priorities take account of those outlined in the National Improvement Framework and we have a targeted focus on raising attainment in the core areas of Literacy, Numeracy and Health and Wellbeing.

**School Vision and Values**

**Our Vision:**

Chryston Primary is a welcoming place of friendship and safety where all learners work to achieve their full potential in order that they make their best contribution to society.

**Our Values:**

Work hard, be kind, show respect.

**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.

Parents are given a range of opportunities to comment and evaluate on the work of the school at various times throughout the year.

* The priorities of the Improvement Plan are in the front page of the pupil homework diaries.
* Priorities are discussed with the parent council and their input is invited and welcomed.
* Information on the priorities, their impact and their progress to date is issued to parents in March prior to the Parent’s Evening and comments/ next steps are welcomed.
* Questionnaire on school performance and satisfaction is sent to parents in March to ask them about their views on the progress the school has made so far in relation to the school improvement priorities and other indicators relating to priorities outlined in HGiOS4.
* Responses from these are collated and communicated to the parents and parents are invited to comment further on any of the points raised.
* Three parent open events in the year at various times in the school day to ensure we fully accommodate all parent working patterns. These allow the parents access to the whole school and in particular to their child’s class. Parents are given the opportunity to work with their child at these events and to discuss their learning with them.
* Staff create GirfMe Plans for pupils who require a more personalised and defined set of smart learning targets. These targets are discussed with the pupils as and when they are achieved and require updating. They are discussed with parents and pupils three times in the school year and both parents and pupils are invited to comment on them. Parents are also given copies of the updated plans.
* Parents receive regular communication from the school informing of day to day events in the form of Monthly Newsletters, e-mails, school blog, stickers in Homelink Diaries and regular Tweets on Twitter. We are a paperless school but on occasion parents are also lettered. Staff keep regular contact with the parents about ongoing learning in the class through the use of class blogs, tweets and more personally in the Homelink Diaries.
* We operate an open door policy and parents are welcome at any time to come in and speak to either their child’s class teacher or a member of the Senior Management Team. The Head Teacher and Principla Teachers are a daily presence in the playground in the morning and at the gates at the end of the school day.
* We have a strong and active Parent Council and all parents/ carers are fairly represented by them. The school and Parent Council work collaboratively together to ensure the best outcomes for pupils.
* We host class assemblies and coffee mornings across the school year to offer parents and the wider community the opportunity to share in their child’s learning.

**Details of engagement with learners**

* Teachers engage in responsive planning with pupils to ensure an inward, outward and forward approach to learning. Learning Intentions and Success Criteria are discussed with pupils at the start of each lesson and pupils are able to identify their next steps. Class teachers make good use of formative assessment within their teaching to guage and assess learning and plan next steps.
* Teachers make good use of all assessment information to make judgements about groupings and a child’s place within a level. Pupils are given regular opportunities to self and peer assess progress. Formative comments and regular verbal feedback inform pupils about their performance and the next steps in their learning.
* The Pupil Council ensure that all pupils’ views are equitably and fairly represented. Each class has two pupil representatives who hold monthly meetings with their class before bringing points raised to pupil council meetings.
* Points raised for discussion at pupil council meetings are further discussed at school assemblies where relevant. The Pupil Council noticeboard outside the main hall displays photographs of pupil council members together with agendas and minutes of meetings.
* This session, all pupils have been involved in School Improvement Committees either through Eco, Junior Road Safety, Health and Wellbeing or Pupil Council. These groups have met for two blocks of time lasting six weeks each over the school year where work is completed collectively to bring about improvement across the school from all involved.
* Pupils requiring a GirfMe Plan are involved in the formulation and agreement of their learning targets. They discuss these learning targets with their teachers and are invited to comment on them.
* Pupils engage in a self evaluation exercise prior to the Spring Break. Pupils are asked about the work done within the school improvement priorities for the academic year, they are also asked to share their views on what they would like the school to prioritise.
* Pupil responses to these questions are collated and shared with pupils at school assemblies. There is also a notice board displaying pupil responses so that children can see how they responded to the questions asked. WThe questions asked of pupils was simplified this session so that they were more meaningful to them as learners.
* The Senior Management Team next engage in meaningful discussions about learning in the course of monitoring learning and teaching, jotter work etc.
* The Pupil Council are represented at whole school events and are responsible for the delivery of news and information about the ongoing work of the school at assemblies, open events, Parent Evenings etc.

**2019-20 Improvement Plan**

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| **Establishment Priority 1:** | We will further raise attainment in Literacy and Numeracy through a range of targeted interventions and collaborative work within our school cluster to continue to close the attainment gap and provide continued pace and challenge. |
| **Establishment Priority 2:** | We will develop our assessment and moderation programmes to ensure more robust systems to inform teacher judgement about a pupil’s place within a level both at school and cluster level. |
| **Establishment Priority 3:** | We will further develop engagement in Health and Wellbeing programmes to ensure equitable opportunities for all learners through a more active engagement with all relevant stakeholders. |
| **Establishment Priority 4:** |  |

When considering your School/Establishment 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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| **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 |

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| *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 Rights Respecting Schools. 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)*.* | Article 12 (respect for the views  of the child)  Article 24 (health and health services)  Article 28 (right to education)  Article 34 (sexual exploitation) |
| 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. |

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| **IMPROVEMENT PRIORITY 1:** | We will further raise attainment in Literacy and Numeracy through a range of targeted interventions and collaborative work within our school cluster to continue to close the attainment gap and provide continued pace and challenge. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **SMT and Teaching Staff** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.3, 3.1,3.2 | | 1, 4, 5, 6, 7, 9 and 10 | 3,5 and 6 | 1, 2,3 and 4 | 1, 2, 4 and 5 | See above |

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| **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 if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| * **See also attendance in priority 3 linked to CIP** |  |  |  |  |
| **Ensure a more consistent delivery of Active Literacy Reading Programme.** | Some staff re trained and all staff at new stages trained in Active Literacy approach.  Angela Glover to deliver reading/ writing overview to all staff inhouse. | More consistent practice observed in monitoring of lessons.  Improvement in more accurate reporting of reading data through teacher judgement. | Active Literacy materials, benchmarks. | September/ October 2019 |
| **To raise the attainment in reading of bottom 20% by using targeted supports.** | * Literacy box review with support staff delivering it last session. * Examine end of year data from Read Write Inc and Rainbow reading from last session. * Scrutinise SNSA results closely and analyse P4 to find areas of development (30% in Band 5 and 12% performing at Band 4 and below) * Select appropriate groups that would benefit from literacy box in P2 , Rainbow reading ( P4) Read Write Inc ( P5 – P6) and Transition Reading Bridge project ( P7) * Timetable set up   for delivery of interventions | * Assessments before and after interventions * Staff dialogue at planning meetings * Pupil dialogue with pupils who used interventions last session about impact they feel it had on their reading * May 2019 Reading Questionnaire results analysed | * Order more copies of Barrington Stoke Novels ( High interest low reading ability for selected P7 pupils (PEF budget) * Lorraine Fleck (PT)– Literacy coach training to continue * Linda McIntyre (PT) – training in Read Write inc if available * ASNa additional hours * 0.46 PEF Teacher employed to allow PTs to be able to deliver interventions to targeted groups.   Approximate cost £25,000 PEF | September 2019 –   * targeted groups selected * review with support staff * Dialogue with pupils who participated previously   October 2019 –   * Close scrutiny of SNSA data * Timetable set up |
| **To encourage children to read for pleasure.** | * Renew focus on First Minister’s Reading Challenge * Further develop partnership with Chryston Library * Book week celebrated as a focus week with whole school * More time in class set aside for reading for enjoyment * Use Book People at for Parents’ night to sell affordable books * Set up a book swap with pupils once a month during lunchtime * After school reading club targeting P3 and P4 pupils ( in Chryston Library) * Twitter hashtag set up for Reading for pleasure sharing of pupils reading * Homework to build in reading * Display to encourage reading | * P3 – 7 pupils views about reading before and after the intervention * Record number of library card holders at beginning and end of session * May 2019 Reading Questionnaire results analysed to find out popular texts/authors | * Library cards and visits to library * Author visits (PEF) * Book People rewards used to buy more books for pupils ( selected by pupils) * Creation of author boxes where children become familiar with particular authors work ( PEF) * ASNA additional hours (PEF) – Approximately £5000 * 0.46 PEF Teacher employed to allow PTs to be able to deliver interventions to targeted groups.   Approximate cost £25,000 PEF | Ongoing |
| **To create a pathway for Mental Maths to ensure progression of skills** | Staff working group established to create pathway to link Big Maths and Number Talks commonality  Staff increasingly confident in delivery of number talks  New software training delivered by Julian Duncan of Rainbow Education | Pathway in place  Staff using new resources to increase confidence and embed learning | * Jenny O Neill to continue to attend Numeracy coach meetings * School to purchase ICT interactive support tool to support staff in delivery of successful Mental Maths lessons (PEF)   Collegiate time   * Purchase of Making Sense of Number software with Number Talks and Phases of SEAL packs – Approximately £1500 PEF from carried fwd 18/19 Budget | From August 2019 and ongoing thereafter. |
| **To raise the attainment in numeracy of bottom 20% by using targeted supports.** | * Review number box with initial group of pupils who have been using this * Analyse areas for further development in SNSA results * Staff dialogue/development time discussing support needs * Miss O’Neill to deliver individual interventions with identified pupils | * Staff dialogue at planning meetings * Pupil dialogue with pupils who used interventions last session about impact they feel it had on their reading | * ASNa additional hours (PEF) * Teacher to release Miss O’Neill   ( additional hours) |  |
| **To give children increased opportunities to apply literacy and numeracy across learning** | * Display in corridor where application of literacy and numeracy skills are celebrated * Maths week with cluster again | Information on display is relevant and reflects understanding of demonstration of cross curricular skills. |  | Throughout the school year. |
| **Making Thinking Visible – Increased use of strategies across all stages to increase pupil confidence and support confident learning.** | Continued staff training building on delivery of last session training. | * Improved staff confidence in use of MTV strategies. * Improvement in pupil confidence to demonstrate use of MTV strategies in their thinking identified through discussion. | * Further three collegiate evenings between August and February 2020. * Peer observations of use of MTV training within learning and teaching between February and March 2020 | By April 2020 |
| **Playful Pedagogy introduced in P1 to facilitate discovery learning through play and investigation.** | P1 will be timetabled for daily opportunites to learn through teacher directed learning, teacher initiated activities and exploratory free play linked to ongoing work in class to provide opportunities to to develop thinking independence and creative/ exploratory play. | Staff observations  PIPs/ SNSA Data | PT providing support and NCC to three P1 teachers in P1 area Monday – Friday a.m.  PEF teacher covering other NCC time to facilitate | Ongoing throughout session |

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

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| **IMPROVEMENT PRIORITY 2:** | We will develop our assessment and moderation programmes to ensure more robust systems to inform teacher judgement about a pupil’s place within a level both at school and cluster level. | | | | | |
| **Person(s) Responsible**  Who will be leading the improvement? | | | **Cluster Head Teachers (CIP)** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ RRS Article(s)** |
| 3.1,3.2 | | 1, 4, 5, 6, 7, 9 and 10 | 3,5 and 6 | 1,2,4 and 5 |  | Article 12 (respect for the views of the child) Article 24 (health and health services) Article 28 (right to education) |

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| **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 if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| **Assessment and Moderation - Literacy**  Through improved assessment and moderation practices achieve improved literacy, particularly writing and reading of target groups of young people (closing the gap).  **Assessment and Moderation - Maths**  Through improved assessment and moderation practices achieve improved numeracy of target groups of young people. | | **Assessment and Moderation** Devise a more consistent strategy/approach for assessment and moderation across our cluster/community (ACEL/BGE) - All staff training assessment & moderation, August 2019 INSET (led by M Hunter, CIO).  All staff review of impact workshop, Feb INSET 2020 (led by CM Hunter, CIO)  1:1 (and/or) small group work programme (Attainment Mentor – M Bradshaw) Reading Bridge Each HT/ HoE responsible for identifying young people targeted for support (by August 2019).  **Assessment and Moderation** Devise a more consistent strategy/approach for assessment and moderation across our cluster/community (ACEL/BGE) - All staff training assessment & moderation, August 2019 INSET (led by M Hunter, CIO).  All staff review of impact workshop, Feb INSET 2020 (led by CM Hunter, CIO) Each HT/HoE responsible for identifying young people targeted for support (by August 2019).  Create Cluster Numeracy Working Group focus on Maths across the curriculum Engage with NLC Pedagogy Team to establish consistent approaches to learning, teaching and assessment across our cluster/community. | * Teacher judgements (P1, P4, P7 & S3) * Improved staff confidence – staff views. * Teacher judgements (P1, P4, P7 & S3) * Improved staff confidence – staff views * Teacher judgements (P1, P4, P7 & S3) * Improved staff confidence – staff views. * Teacher judgements (P1, P4, P7 & S3) * Improved staff confidence – staff views | * TBC - (Possibly shared PEF) * Cluster staff training and moderation exercise – 2 x half day inservice. * Two additional inputs of cluster moderation in November and May. * TBC - (Possibly shared PEF) * Cluster staff training and moderation exercise – 2 x half day inservice. * Two additional inputs of cluster moderation in November and May. | * August 2019 * February 2020 * May 2020 * August 2019 * February 2020 * May 2020 |
| **Evaluative Statement & Actual Impact/ Evidence** | | | | | |
| **November** |  | | | | |
| **February** |  | | | | |
| **May** |  | | | | |

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| **IMPROVEMENT PRIORITY 3:** | We will further develop engagement in Health and Wellbeing programmes to ensure equitable opportunities for all learners through a more active engagement with all relevant stakeholders. | | | | | |
| **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/ RRS Article(s)** |
| 3.1,3.2 | | 1, 4, 5, 6, 7, 9 and 10 | 3,5 and 6 | 1,2,4 and 5 |  | Article 12 (respect for the views of the child) Article 24 (health and health services) Article 28 (right to education) |

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| **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 if cost is being met from PEF. | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| **(From CIP)**  **AttendanceFrom reflecting on previous data from our cluster we will further improve attendance rates of agreed target groups of young people achieving less than 86% by at least 5% per targeted young person.** | Consistent cluster/community approaches to communicate attendance support with young people and families.  CHS to identify a PT PS link for each partner primary stage to liaise with primary colleagues and families to support improving attendance (by August 2019). Each HT/ HoE responsible for identifying young people targeted for support (by August 2019). Further improve consistent approach to tracking & monitoring attendance across the cluster including Early Years. Consistent cluster/community interventions to support young people and families (target group). Devise a cluster policy ensuring positive attendance and engagement. Cluster attendance working group formed representing all cluster schools. · Create a flow chart to standardise response. · Create standardised letters across cluster · Monitor attendance across cluster at agreed checkpoints. | Ongoing attendance data  · Engagement data (PASS data/SHANARRI wheels · Pupil views · Parent views · Cluster attendance policy in place as consulted with staff, young people and families. | To be confirmed – CLD, YC, EP | November 2019  February 2019  May 2020 |
| **Improved Mental Health, Wellbeing and Resilience among targeted pupils** | Education Scotland Resilience Toolkit – Working with Ed Psych  Barnardos – Home/ School Link Officer – Work with vulnerable families  Play Therapist – continue to work with vulnerable pupils  Appointment of a Mental Health Champion – Victoria Wallace (CT) | All staff involved  More vulnerable pupils and families supported and given access to support as and when required.  Availability of Staff Mental Health Champion to support pupils and deliver Mindfulness across the school | Training from Ed Psych  £9000 PEF Funded  Course Training £350 | By November 2019  August 2019 – August 2020  Ongoing from previous session  By December 2019 |
| **Delivering a wider variety of Afterschool Clubs through outside agencies and parent support.** | Questionnaire to parents re types of clubs wanted/offers of help.  Discuss with Active Schools Co-ordinator available coaches.  Make links with local clubs for paid Afterschool Clubs. | Short term – results from questionnaire to influence the planning of clubs.  Medium term – range of clubs offered across the stages. | Questionnaire to be given out. PT to liaise with Active Schools Co-ordinator and local clubs. | September 2019  January 2020  June 2020 |
| **Progressive PE programme focusing on skills and participating in a variety of sports through the levels.** | Collating information from current year on the PE being covered at each stage – focusing on the skills and sports.  Creating an interim planner for staff to use ensuring same skills are used in different sports. | Medium term – children offered a variety of sports.  Long term – transferrable PE skills across different sports. | **Working Group:**  **3 hrs** from staff meeting to look at the planners and benchmarks. | October 2019  February 2020  May 2020 |
| **Cost of the School Day/ Poverty Proofing** | Develop Policy from position paper from Authority  Provide CoSD Training to Parent Council  Raise awareness of Club 365 | All staff and parent council have a wider understanding of the impact of poverty on our most vulnerable and the steps we can take to minimise it.  Parent Council events reflect account taken of information received around the poverty agenda.  Increased uptake of Club 365 Offers | Parent Council Meeting  **Working Group - 3 hrs** from staff meeting | September 2019  Policy by January 2020  Ongoing |
| **Pupils to know their Rights from the United Nations Convention on the Rights of the Child (UNCRC). Focusing on whole school approach.** | Celebrating a Right of the Month during Assembly. Displaying this information for all to see. Staff to reinforce this in class. Playground incidents should be resolved using Rights where possible. | Long term – Children have an understanding of their rights and can discuss the importance of these.  Pupil Council are discussing Right of the Month with classes at meetings | Rights Respecting School training for staff. | December 2019  June 2020 |

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