

***Driving Equity and Excellence***

**Improvement Action Plans**

**Session 2022-23**

|  |  |
| --- | --- |
| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |

|  |  |
| --- | --- |
| Improvement Plan Summary | |
| Cluster Priority: | TBC |
| School Priority 1: | Increase average attainment in Numeracy and Mathematics across all stages by 10% and close the attainment gap at Primary 7 by May 2023.  *(This is the first area to be covered within a three year priority)* |
| School Priority 2: | Improve and support the mental, social and emotional health of all pupils by embedding and extending the range of nurture and positive relationship based approaches used across the school. |
| School Priority 3: | Develop digital pedagogy across all stages, ensuring quality and equity for all learners. |

**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 Innovation Hub
  + 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**

“Kildrum Primary School… Achieving everyone’s potential. Be the best you can be!”

Responsibility, Achievement, Resilience, Aspiration, 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 were consulted throughout session 2021/2022 through the Parent Council and audits. Audit results were generally very positive, however, issues around bullying were identified by parents/carers as a concern. As a result this area features as an area for development within our Health and Wellbeing priority.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Learners were consulted through Health and Wellbeing Webs which were completed by all pupils each term, these are then analysis by teachers and any issues are addressed. Pupils also took part in the annual pupil survey. It is hoped that in session 2022/2023 our Pupil Voice Circles and our various pupil committees can be re-established, thus giving pupils further mechanisms to make their views known and to take ownership of developments.

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. |

**2022-2023 Cluster Improvement Plan**

|  |  |  |
| --- | --- | --- |
| IMPROVEMENT PRIORITY: |  | |
| Person(s) Responsible  Who will be leading the improvement? | | Cluster Chair and CIIL, supported by Education and Families Managers. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 2. Closing the attainment gap between the most and least disadvantaged children | 4. Assessment of Children's Progress | 2. Closing the attainment gap between the most and least disadvantaged children | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 3 - best interests of the child |
| 3. Improvement in children's and young people's health and wellbeing | 5. School Improvement | 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing | 1.5 Management of Resources to Promote Equity | 2. Social and Emotional Wellbeing | NA | Article 28 - right to education |
|  | 6. Performance Information |  | 2.4 Personalised Support | 6. Differentiated Support | NA | Article 31 - leisure, play and culture |
|  |  |  | 2.6 Transitions | 7. Using Evidence and Data | NA |  |
|  |  |  | 2.7 Partnerships | 10. Partnership Working | NA |  |
|  |  |  | 3.1 Ensuring wellbeing |  | NA |  |
|  |  |  | 3.2 Equality and Inclusion |  | NA |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2022-23 School Improvement Priority 1**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 1:** | Increase average attainment in Numeracy and Mathematics across all stages by 10% and close the attainment gap at Primary 7 by May 2023. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Kate Watt (Head Teacher) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 1. Improvement in attainment; particularly in literacy and numeracy | 2. Teacher Professionalism | 1. Improvement in attainment, particularly literacy and numeracy | 1.3 Leadership of Change | 1 Early Intervention and Prevention | NA | Article 28 - right to education |
| 2. Closing the attainment gap between the most and least disadvantaged children | 4. Assessment of Children's Progress | 2. Closing the attainment gap between the most and least disadvantaged children | 2.2 Curriculum | 4. Targeted Approaches to Literacy and Numeracy |  | Article 29 - goals of education |
|  | 6. Performance Information |  | 2.3 Learning, Teaching and Assessment | 5. Promoting a high quality learning experience |  |  |
|  |  |  | 2.4 Personalised Support | 6. Differentiated Support |  |  |
|  |  |  | 3.2 Equality and Inclusion | 7. Using Evidence and Data |  |  |
|  |  |  |  | 10. Partnership Working |  |  |
|  |  |  |  | 11. Professional learning and leadership |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **1.1**  All pupils will receive appropriate targeted support, where necessary. | CSTs, CRTs and CATs will all be timetabled in order to provide additional support to those children at risk of not achieving.  MALT assessments to be administered before the start of any intervention. | All children identified by teaching staff as ‘red’ or ‘amber’ will achieve additional support over the course of the session. | Initial timetable to be established by 5th September.  Timetable will be reviewed on an ongoing basis in-line with resources allocated by SAC team and cluster chair. |  |
| **1.2**  All pupils will experience a broad and balanced Numeracy and Maths curriculum. | Use of ‘Big Maths’ resource to be reviewed.  CfE assessments to be administered and analysed.  Reps. From Tee Jay and Scottish Heinemann to be consulted.  NLC Maths pathways to be reviewed.  Number Talks and SEAL training to be provided for all members of teaching staff. | Feedback from staff and pupils will provide information on the effectiveness of the current programme.  Data from CfE assessments will give a clearer understanding of pupil attainment and next steps.  Staff surveys will show levels of knowledge and confidence within the teaching of maths.  Learning visits and professional dialogue will reflect high quality teaching and assessment.  Learner conversations will reflect understanding of planned learning. | Analysis of last session’s data will take place on August in-service days.  CfE assessments completed and analysis by the end of Term 1.  Staff survey to be complete by the end of Term 1.  Learning visits, professional dialogues and learner conversations to take place each term. |  |
| **1.3**  Most pupils will be working at a level appropriate for their own age. | Implementations of new planning format and support resources.  Staff from NLC Pedagogy Team to be consulted – school to be referred by EFM.  Use of Number Talks will be consistent throughout the school.    SEAL strategies will be used throughout the school. | Termly tracking data shows an increase number of children who are on track (‘green’ or ‘purple’).  Formative and summative assessments show children are achieving appropriate levels. | Tracking completed at the end of each term.  Formative and summative assessments carried out throughout the session.  SNSA carried out in January/February.  MALTs administered after any intervention. |  |
| **1.4**  Pupil confidence levels within Numeracy are increased. | Growth mindset strategies to be implemented in all classes. | Pupil questionnaires will show an increase in pupil confidence. | Pupil questionnaire 1 to be administered by the end of Term 1.  Pupil questionnaire 2 to be administered by the end of Term 3. |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.   * New resources – TBC * Three teachers (NLC/PEF match funded) – TBC * Number Talks training – TBC * SEAL training - TBC | | | | |

**2021-22 School Improvement Priority 2**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:** | Improve and support the mental, social and emotional health of all pupils by embedding and extending the range of nurture and positive relationship based approaches used across the school. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Ann Davis (Acting Depute Head Teacher) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 3. Improvement in children's and young people's health and wellbeing | 1. School Leadership | 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing | 2.1 Safeguarding and CP | 1 Early Intervention and Prevention | NA | Article 12 - respect for the views of the child |
|  | 2. Teacher Professionalism |  | 2.2 Curriculum | 2. Social and Emotional Wellbeing |  | Article 24 - health and health services |
|  | 3. Parental Engagement |  | 2.4 Personalised Support | 3. Promoting healthy lifestyles |  | Article 28 - right to education |
|  |  |  | 2.7 Partnerships | 10. Partnership Working |  |  |
|  |  |  | 3.2 Equality and Inclusion |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **2.1**  All pupils, in particular those with language and communication disorders, will be supported and will be achieving their potential. | CLPL identified for staff e.g.:-   * Supporting autistic children * Nurturing approaches * Brain development * ASNA training provided by Lanarkshire College. | Pre and post self-evaluation of staff training demonstrate increased knowledge and confidence. | Nurture training to run from Term 2. |  |
| **2.2**  The SEEMIS Wellbeing Application is used to complete wellbeing assessments and to store planning and wellbeing information. | Identified staff complete training on the use of the app.  SLT to start to support teaching staff to use the app for assessments. | Where appropriate, wellbeing plans are created using the app for pupils who have more significant needs. | Training to take place in Term 1, provided by CIIL. |  |
| **2.3**  Pupils will have access to a broad, progressive and stimulating Health and Wellbeing programme. | Working group to create a new whole school Health and Wellbeing plan.  Implement North Lanarkshire Council planning pathways. | Planning will be in place. | By the end of Term 2 |  |
| **2.4**  All children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the HWB curriculum | Embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.  Participate in the Active Schools led outdoor programmes e.g.   * Cycling * Athletics * Orienteering * P7 Strathclyde Park programme   Add outdoor learning opportunities to IDL planning grids.  Complete work on the development of the school grounds. | Teachers planning will demonstrate the increase in opportunities for learning outside.  Learner conversations will show an increase in outdoor learning.  IDL planning will show opportunities for outdoor learning.  Additional school grounds will be used regularly across a range of curricular areas. | Throughout the session. |  |
| **2.5**  Continuing the journey towards the UNICEF Rights Respecting school status and embedding a child rights approach into all aspects of school life. | Work along with SAC HWB worker to continue journey towards Rights Respecting Schools status  Establish Action Plan for Bronze award.  Pupil committee to be established.  Baseline audit to be completed.  Action plan to be written. | Learner conversations will demonstrate that almost all pupils are developing an awareness of the rights they are entitled to.  Positive Impact of on school life is evident.  Children identify as global citizens. | Pupil committee to be established in Term 1.  Audit work to start in Term 1. |  |
| **2.6**  Most children reports that they have not experienced bullying during this session. | All classes to take part in lessons on bullying behaviour at the start of every term.  Kate Watt to be trained as a Roots of Empathy instructor.  Roots of Empathy programme to be delivered to Primary 6 pupils.  House system to be established in order to encourage team work. | Four feature plans and teacher evaluations will show lessons have taken place.  Pupil conversations will show that most children have an understanding of bullying behaviour.  Roots of Empathy data will show an increase in pro-social behaviour and a decrease in bullying behaviour.  Most children will enjoy House events and will feel part of a team. | Anti-bullying lessons to take place at the start of every term.  Kate Watt to take part in Roots of Empathy training in Term 1.  House system to be established by the end of Term 1. |  |
| **Resources**   * Healthy Schools Framework <https://healthyschools.scot/> * Emotion Works – TBC * Roots of Empathy instructor training and resources - TBC * RSHP resource <https://rshp.scot/> | | | | |

**2021-22 School Improvement Priority 3**

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT PRIORITY 3:** | Develop digital pedagogy across all stages, ensuring quality and equity for all learners. | |
| **Person(s) Responsible**  Who will be leading the improvement? | | Karen McBride (Depute Head Teacher) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NIF Priority** | **NIF Driver** | **Education and Families Priority** | **HGIOS 4 QIs** | **PEF Intervention** | **Developing in Faith** | **UNCRC Article(s)** |
| 1. Improvement in attainment; particularly in literacy and numeracy | 5. School Improvement | 1. Improvement in attainment, particularly literacy and numeracy | 2.2 Curriculum | 1 Early Intervention and Prevention | NA | Article 28 - right to education |
| 2. Closing the attainment gap between the most and least disadvantaged children | 6. Performance Information | 2. Closing the attainment gap between the most and least disadvantaged children | 2.3 Learning, Teaching and Assessment | 4. Targeted Approaches to Literacy and Numeracy |  | Article 29 - goals of education |
|  |  | 4. Improvement in employability skills and sustained positive school leaver destinations for all young people | 2.4 Personalised Support | 5. Promoting a high quality learning experience |  |  |
|  |  |  | 3.2 Equality and Inclusion | 6. Differentiated Support |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) | **Timescale**  What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
| **3.1**  Staff have the skills, knowledge and confidence necessary to plan, teach and assess the use of digital technologies in order to enhance learning and teaching. | All teaching staff to complete the Microsoft Educator training course.  Digital Pedagogy Practitioner to lead CLPL sessions relating to apps which can be used to enhance learning and teaching. | Audits and professional dialogue show an increase in staff skills, knowledge and confidence.  Planning shows an increase in the use of digital technologies to support learning. | Microsoft Educator training to start in Term 2.  SLT to meet with Pedagogy Practitioner in Term 1. |  |
| **3.2**  Attainment data is used to inform targeted digital interventions. | Review attainment data to identify learning gaps.  Target use of digital technologies to support learning interventions.  Plan PEF spend/interventions to address digital needs in school.  CLPL to be sourced and provided on digital interventions to support learning. | Planning will show the use of digital technologies in each classroom. |  |  |
| **3.3**  All pupils experience a progressive digital technologies curriculum and most children are able to use the skills they develop across other curricular areas. | Implement new NLC digital pathway.  Develop learning and teaching policy to include digital pedagogies. | Planning will incorporate the new pathway. | CLPL for new digital technologies pathway to be led by pedagogy practitioner in Term 2.  Learning and Teaching policy to include updated use of digital technologies by the end of term 3. |  |
| **Resources**  Please include costs and, where relevant, state where cost is being met from.   * No cost for training | | | | |

**nOrth Lanarkshire Council**

**NAME OF ESTABLISHMENT:** Kildrum Primary

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

SAC FTE allocation – Through Cluster

PEF allocation - £101,675

**Education & FAMILIES**

**SAC/ PEF rESOURCE SPEND**

**SAC/ PEF PLAN 2022/2023**

|  |
| --- |
| **Rationale for SAC/ PEF plan** |
| Please provide below detail around your rationale for the SAC plan.  Consider the following: attainment, attendance, exclusion, participation, engagement.  Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people. |
| Our rationale for SAC and PEF is to raise attainment in Literacy, Numeracy and Health and Wellbeing with a specific focus on those children who live in the most deprived areas. Our SAC and PEF plans will run alongside our School Improvement Priorities, which places emphasis on improving attainment in Literacy and Numeracy, Health and Wellbeing and Digital Technologies.  For some of our pupils a lack or resilience and ability to regulate their emotions can cause a barrier to learning. They will be supported with the help of additional ASNA hours, the Emotion Works resource and additional strategies listed in the School Improvement Plan.  Our initial priority in Term 1 will be to settle the children back into school routines. A priority will then be placed on assessment (those completed at the end of last session and those carried out at the start of Term 1) in order to establish where the children are in their learning and what support is required. From the middle of Term 1 additional interventions and focus groups will be put in place. Once CATs, CRTs and CSTs are confirmed each will be allocated pupils/classes to work with. Progress will be closely monitored and tracked.  We will continue to investment in digital technologies to ensure that all pupils have access to laptops and tablets while in school. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.) |
| **Scottish Attainment Challenge** | | | |
| **0.25FTE**  Rachel McGoldrick | **Numeracy** | * Work to improve the numeracy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching. * Assess and gather information about next steps. | Big Maths weekly assessments  Tracking data |
| **Literacy** | * Work to improve the literacy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching. * Plan and evaluate using the Wave 3 intervention. * Assess and gather information about next steps. | YARC  PM Benchmarking  Tracking data |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Equity Fund** | | | |
| **Acting DHT**  *(enhanced post August 2022 – April 2023)*  *Cost TBC*  *April – June 2023 cost TBC* | **Literacy, Numeracy and Health and Wellbeing** | * Work to improve the literacy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate using the Read, Write Inc. intervention. * Assess and gather information about next steps. * Main remit will relate to the improvement of outdoor learning and development of our outdoor space. | YARC  PM Benchmarking  Tracking data  Evidence gathered through observation and audits. |
| **3 FTE**  *1.5FTE NLC match funding*  *(teaching post August – March)*  *Cost TBC*  *April – June 2021 cost TBC* | **Literacy, Numeracy and Health and Wellbeing** | * Additional teaching staff will allow the number of children in each class to be reduced so that no class has more than 26 pupils. * Work to improve the literacy and numeracy attainment of targeted children. * Assess and gather baseline information. * Plan and evaluate group teaching. * Assess and gather information about next steps. * Provide greater time for nurture in order to improve health and wellbeing of pupils. | YARC  PM Benchmarking  Big Maths weekly assessments.  MALT  Tracking data |
| **Emotion Works Annual Subscription**  *£150* | **Health and Wellbeing** | * Emotion Works programme to be used across the school and throughout the year. | Wellbeing Webs  Attendance data  Audits |
| **Big Maths Annual Subscription**  *£1,100* | **Numeracy** | * Big Maths resources will continue to be used to ensure progression and continuity across all stages and classes. It will allow children to be assessed and tracked accurately and will provide staff with planning and resources. | Big Maths weekly assessments  Tracking data  SNSA  CfE Assessments |
| **Additional Numeracy Resources**  *Cost TBC* | **Numeracy** | * Following a review of the use of Big Maths and meetings with reps., additional resources will be purchased. | Big Maths weekly assessments  Tracking data  SNSA  CfE Assessments |
| **PIPS Assessments**  *Cost TBC* | **Literacy and Numeracy** | * PIPS assessments will be completed by all Primary 1 pupils in September and June in order to identify next steps and measure progress. | Analysis of PIPS data |
| **Laptops/iPads**  *£TBC* | **Digital Technologies** | * Provide enough devices so that digital technologies can be embedded in all areas of the curriculum. | Medium Term Planning  Audits |
| **Outdoor Learning Resources**  *£10,000, allocated but not yet spent.* | **Health and Wellbeing** | * All pupils will have access to well-planned and resources outdoor learning. | Observations  Audits |
| **Roots of Empathy Training and Resources**  *Cost TBC* | **Health and Wellbeing** | * Kate Watt to be trained as a Roots of Empathy instructor and to lead the programme for primary 6 pupils. * Increase pro-social behaviours. * Reduce bullying. |  |