

Driving Equity and Excellence

Improvement Action Plans

Session 2023-24



School:	St. Andrew's Primary & Nursery Class
Cluster:	St. Margaret's H.S

Improvement Plan Summary	
Cluster Priority:	*To improve pupil engagement and confidence in STEM with particular focus on transitions and technology. * To improve overall attendance and that of targeted group of children
School Priority 1:	HWB: - Improve HWB LTA and improve quality of expressive art to support Well Being and achievement.
School Priority 2:	Numeracy: To raise attainment in maths by embedding a concrete, pictorial, abstract approach across all stages.
School Priority 3:	Literacy: To raise attainment in literacy by linking STEM IDL with writing opportunities and moderation.
Nursery Class Priority:	Nursery focus: *Extend parent and family partnerships to support HWB of children and families while Improving engagement and confidence in STEM with particular focus on non fiction text.

Scottish Attainment Challenge School:	Yes
Pupil Equity Fund Allocation:	Funding 45325

Education and Families Priorities

1	2	3	4	5
<p>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</p>	<p>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</p>	<p>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Vulnerable Groups- Improved outcomes for vulnerable groups.</p>
<p>Improvement Actions</p> <ul style="list-style-type: none"> • Raising Attainment Strategy <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice training 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • SAC/ PEF Plan <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 and Improvement Hub <ul style="list-style-type: none"> ◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • GIRFEC <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Curricular Progression <ul style="list-style-type: none"> ◦ A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters. • DWY Strategy <ul style="list-style-type: none"> ◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme. • Digital Classroom <ul style="list-style-type: none"> ◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments. 	<p>Improvement Actions</p> <ul style="list-style-type: none"> • Support for Families/ Young People at Risk <ul style="list-style-type: none"> ◦ There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support. • Care Experienced Young People <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

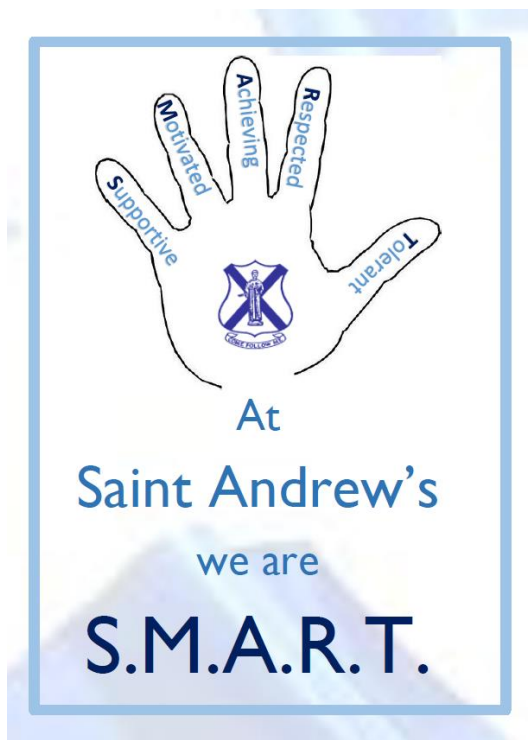
School Vision & Values

Head Teacher, Mrs. Jennifer Flanagan and all staff working in St. Andrew's Primary and nursery are dedicated to providing a happy, secure environment with excellent opportunities for all. Our joint vision and mission statement was formed via consultation with staff, parents and pupils.

Our vision:

- At Saint Andrew's it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child.
- We are dedicated to offering a high quality, innovative and relevant curriculum, that motivates, inspires and challenges all pupils to reach their full potential.
- In partnership with parents, parish and the wider community, we set high expectations for our pupils and strive to increase aspirations, attainment and achievement for all.
- We value the dignity of each member of our community and foster an attitude of compassion, tolerance and respect.
- At the very heart of all that we do is a love of Christ and a firm commitment to the values of the gospels.

School Values Graphic



Mission Acrostic Statement



Audit and Consultation

In arriving at our improvement priorities, the school has taken account of current national priorities as outlined in the NIF and North Lanarkshire's Aspire priorities. These have been compared to our audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers include:

- HGIOS questionnaire
- Evaluations of learning
- Evaluations of partnership events
- Consultation with parent council
- Survey monkey questionnaires to gauge opinion
- Twitter Polls
- PEF intervention consultation with Parent Council
- PEF questionnaire to Free School Meal parents

Details of engagement with learners:

- Personal Learning Planning
- Assessment folders
- HGIOS questionnaires
- Pupil Committees
- Target setting
- IDL theme planning
- Moderation Files

Details of engagement with staff:

- HGIOS questionnaire
- SIP working group meetings and evaluations
- HGIOS focus Q.I. evidence
- Staff meetings
- SRG WTA meetings
- Targeting inequality tasks
- Forward plan/assessment meetings
- Classroom observations & dissemination of good practise
- PEF & SAC intervention evaluation and next steps
- SIP consultation

2023-24 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?		*To improve pupil engagement and confidence in STEM with particular focus on transitions and technology. * To improve overall attendance and that of targeted group of children		
Person(s) Responsible Who will be leading the improvement?		St. Margaret's Cluster		
(Please insert the relevant information below using the codes above)				
NIF Priority: 3		NIF Driver: 4		
NLC Priority: 3		QI: 2.1		
PEF Intervention: 7		Developing in Faith/UNCRC: Article 29		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<p>RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?</p> <p>Last session the cluster participated in the SSERC Primary Cluster Programme. Data gathered during the programme identified gaps in primary teacher knowledge, skills, and confidence in science. The SSERC Primary cluster programme aimed to begin addressing this in the 2022-23 session through a programme of support and CLPL. Each school now has nominated a member of staff as a SSERC mentor who attended training at SSERC and delivered a programme of CLPL for colleagues across the cluster. The May inset day was dedicated to science CLPL and staff were also supported in class through workshops delivered by STEM Development Officer and Pedagogy Team. Post engagement surveys have shown that staff confidence has increases but there is an appetite for further support. Staff have also indicated that they wish to build on the support received this year, continue to develop links with the secondary school science department and that new cluster pathways should be produced to ensure consistency in primary science across the cluster and support P7-S1 transition.</p> <p>Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</p> <p>SSERC Mentors, STEM Development Officer, Learning Hub and Pedagogy Team.</p>				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
ICT technology CPD from S. Love to support planning and LT.	Cluster CLPL via S Love 15.8.23 9-12am focusing on pathways, Introducing NL CS DL pathways and the resources available to support LTA Supported resource workshops. Signposted to resources to support digital L&T Focus on pupil access of glow and resources within	Forward plans and evaluations ICT use across curriculum in lesson obs. Use of INSITE to measure engagement.		
To develop a cluster Science/STEM policy to ensure a consistent approach to learning, teaching and assessment.	The cluster policy will ensure that approaches to science/STEM is consistent across the cluster. It will outline: <ul style="list-style-type: none"> The use of a progressive science/STEM pathway. A consistent approach to scientific enquiry. The consistent use of resources and 	Baseline data will involve gathering opinions of staff across the cluster. Creation of policy will be based on work undertaken during the 2022-23 SSERC Cluster Programme. An existing model policy will be adapted for use within the cluster.		

	<p>terminology.</p> <ul style="list-style-type: none"> • The sharing of resources across the cluster. • support available from secondary science department and local authority. 	<p>The policy will be shared with staff, who will have to opportunity to provide feedback.</p>		
<p>To develop a science pathway for all learners across the cluster from Early Years through primary and into secondary science.</p>	<p>To develop learner pathways in STEM that ensure that most/almost all pupils are secure at second level by the end of primary 7 and that there is clear and consistent pathway into secondary science. by creating pathways of common knowledge and skills. The pathway will outline opportunities for interdisciplinary learning in Science/STEM and other relevant curricular areas. It will highlight opportunities for high-quality assessment in literacy and maths using Science/STEM as a context for learning.</p>	<p>Baseline data will involve gathering opinions of staff across the cluster.</p> <p>Creation of pathways will be based on work undertaken during the 2022-23 SSERC Cluster Programme. Examples of existing pathways from other local authorities will also be examined.</p> <p>The pathways will be shared with staff, who will have to opportunity to provide feedback.</p> <p>Learners' attitudes and experiences of science will be collected and monitored throughout the session.</p>		
<p>To develop a new programme of science transition through collaboration with cluster primaries and secondary science faculty.</p>	<p>The existing programme of transition further developed to include greater opportunities for primary 7 teachers to collaborate with secondary science teachers responsible for S1/2 science. Opportunities for P7 teachers to work with secondary science teachers to develop their understanding of progression into S1/2. Twilight CLPL will be provided for P7 teachers, within the confines of WTAs, to support transition.</p>	<p>Baseline data has previously been gathered which outlines science outcomes and skills that should be prioritised to support transition.</p> <p>Evaluation data from staff and pupils will be collected throughout the transition programme.</p>		
<p>Final evaluation:</p>				

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	*To improve pupil engagement and confidence in STEM with particular focus on transitions and technology. * To improve overall attendance and that of targeted group of children
Person(s) Responsible Who will be leading the improvement?	St. Margaret's Cluster

(Please insert the relevant information below using the codes above)	
NIF Priority: 3	NIF Driver: 3, 4
NLC Priority: 3	QI: 3.1
PEF Intervention: 1, 7	Developing in Faith/UNCRC: Article 29
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
Attendance has remained a priority area for improvement across all of our establishments as we look to recover to pre pandemic levels. Although there was a definite upwards trend across our establishments in session 2022-23 we still remain short of both our own pre pandemic levels and the North Lanarkshire Cluster average.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**
FESA- Costs met by SAC fund

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Increase use of attendance tracking and monitoring to improve Health and Wellbeing Outcomes.	Schools to consider revisions to existing attendance policies. Schools to engage with the Cluster to identify good practice in terms of attendance tracking and monitoring that exist. Key staff to be involved in larger cluster initiatives.	Quantitative data in the form of increased attendance percentages across the Cluster. More accurate attendance tracking and recording, with fewer pupils being marked 'tbc'. Attendance policies take account of a variety of levels of attendance and needs of our families and young people to promote equity. Children and young people are able to demonstrate positive H+WB journeys via measuring strategies, such as What I think Tool/Outcome Star.		
Increase in attendance to improve learning opportunities for our young people.	Young people are able to attend and participate regularly in schooling for those who may have disengaged from schools. Cluster resources are deployed to help re-engage and support young people learning after return to school.	Qualitative data as part of Team around the Child (TAC) processes, involving members of Cluster Staff. Quantitative data in the form of improved learning outcomes for our young people at all stages using standard and alternative measurements/qualifications/levels based evidence.		

<p>Inclusive and Equitable attendance strategies used to encourage bespoke planning opportunities among our most disengaged families and young people.</p>	<p>Staged Intervention approaches are used for young people where there are significant barriers to learning.</p> <p>GIRFEC planning procedures used and reviewed regularly where needed.</p> <p>Sensitive use made of alternative strategies and part time timetables.</p>	<p>FESA statistics used as part of measuring over both the short and long term.</p> <p>Appropriate planning and views tools completed and updated regularly for pupils, taking account of attendance as an area for SMART targeting. North Lanarkshire level paperwork submitted.</p>		
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Final evaluation:

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	HWB: - Improve HWB LTA and improve quality of expressive art via to support Well Being and achievement.
Person(s) Responsible Who will be leading the improvement?	Jennifer Flanagan, Caragh Young, Angel Hamill, Aidan McLaughlin

(Please insert the relevant information below using the codes above)

NIF Priority: 1 2 3	NIF Driver: 1 2 3
NLC Priority: 1 2	QI: 3.3
PEF Intervention: 1 2 3 10	Developing in Faith/UNCRC: 12

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:
Additional staffing allows quality Exp Arts NCC. Beats of Brazil Programme Bought in, HWB programme trialled

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
Surveys suggesting a refreshed curriculum required. Pupil voice asking for more expressive arts, HWB survey indicate still gap with most and least disadvantaged.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.
PEF: Costing detailed in table

	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
	What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1	Increase intensive support offers to aid closing HWB attainment gap for most and least advantaged. CLD Parent groups programme operating weekly in school	See cluster links as well as: Volunteering Matters CLD offer and Teen Talks Draw and Talk Therapy Karen Cassidy every Tuesday morning	HWB surveys Intervention pre post surveys		
2	Skills and OOSHL raising achievement. 90-100% PEF children involved in OOSHL Pupil voice committees made up of 60% PEF	-Sports Day Organised Skills development within classes using focus of technology, sport and Exp arts Friday pm -additional staff supporting. Competitive sport programme OOSHL - netball, football, handball, golf links etc	Attendance Impact surveys Pupil / parent engagement		
3	Continuing the Journey towards the UNICEF Rights Respecting school status and embedding a child rights approach into all aspects of school life	Towards silver targets. Charter in all classes Assembly themes Artwork	Using Silver Action Plan Wall display Learner conversations		
4	All staff promote and implement new HWB programme by term 2 to improve mental Health	Jigsaw programme bought in	Planners, evaluations HWB surveys.		
5	Updated IDL programme incorporating child, parent, and staff views	Further embedding RRS, Outdoor learning STEM expressive arts, world of work.	Curr' night feedback, staff feedback pupil feedback. Non fiction writing improvement focus pupils work.		
Final evaluation:					

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Numeracy: To raise attainment in maths by introducing ICT to support learning.
Person(s) Responsible Who will be leading the improvement?	Laura Henderson, Beth Lennon, Conor Brodigan

(Please insert the relevant information below using the codes above)					
NIF Priority: 1 2		NIF Driver: 2 4 5 6			
NLC Priority: 1 2		QI: 2.3 3.2			
PEF Intervention: 1 2 3 10		Developing in Faith/UNCRC: 28			
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: Additional staffing allows quality SfL and Digital Champion					
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? Improve maths attainment particularly in P4 class from P3 teacher Judgement. Improve pupil confidence in ICT particularly Teams since Seesaw no longer in action.					
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF: Costing detailed in table					
	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
	What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1	Consistent planning approach is developed and implemented.	Implementing new NLC maths planners Evaluate planners for new resource.	Professional dialogue meetings will reflect consistency in planning.		
2	All learners have access to high quality practical mathematical experiences. All learners have access to high quality mathematics resources for reinforcing and consolidating skills developed through practical tasks	Signposting class teachers to White Rose Maths resources to supplement core resource.	Pre/Post implementation survey of pupil attitudes towards and confidence in maths. Pre Post MALT Assessments SNSA results TPJ pre- post implementation End of unit/level assessment scores Photographic evidence shared on seesaw/twitter etc Observation feedback		
3	Fully implementing new Technology planners to improve LTA	Links with parent partnerships Community – Support Home	Maintenance of Digital School Award evidence		
4	Assessment recording and communication update now that there is no seesaw	Latest and best jotters, policy update for PLPS. Assessment week expectations	Planners, evaluations HWB surveys.		
5	Numeracy, ICT and Assessment Training for teachers improving LTA		FP, Assessment results MALTS, tech in use on observations, latest and best PLPS		
Final evaluation:					

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Literacy: To raise attainment in literacy by linking STEM IDL with writing opportunities and moderation.
Person(s) Responsible Who will be leading the improvement?	Colette Lambie, Alice Beekman, Louise McKeown

(Please insert the relevant information below using the codes above)					
NIF Priority: 1 2		NIF Driver: 2 4 5 6			
NLC Priority: 1 2		QI: 2.3 3.2			
PEF Intervention: 1 2 3 10		Developing in Faith/UNCRC: 28			
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: Additional staffing allows quality Sfl					
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?					
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. PEF: Costing detailed in table					
	<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
	What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1	Fully implementing new Literacy Planners to support better LTA	Implementing new NLC literacy planners Evaluate planners for new resource.	Professional dialogue meetings will reflect consistency in planning.		
2	Motivation to read for pleasure will increase for all pupils because of maintain silver Accredited Reading School.	See RS action plan	Impact surveys Pupil / parent engagement		
3	Moderation of Non-fiction writing with STEM focus increased teacher confidence in planning for CC LTA.	Moderation events planned. Links with STEM ESO	Positive feedback from West Partnership and cluster moderation.		
4	Improved Reading and writing attainment across the school, particularly P4.	Latest and best jotters, policy update for PLPS. Assessment week expectations	Planners, evaluations HWB surveys.		
5	Improve staff confidence in teaching writing via training and learning networks.	NLC training Writing genre targets easy access.			
Final evaluation:					

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Nursery focus: *Extend parent and family partnerships to support HWB of children and families while Improving engagement and confidence in STEM with particular focus on non-fiction text.
Person(s) Responsible Who will be leading the improvement?	Geraldine Wardope, Emma McKinley, Angela Harrison, Angela Wynn, Norma Alexander, Gillain, Rolink, Karen Rideout, Jemma Timmons, Lauren Liddel.

(Please insert the relevant information below using the codes above)

NIF Priority: 2,4	NIF Driver: 3
NLC Priority: 3,4	QI:3.3
PEF Intervention: 2,5	Developing in Faith/UNCRC:

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?
Almost all staff recently had STEM training. Now our priority is to fully embed STEM into Early Years curriculum and increase staff confidence in delivering lessons. We hope to close the vocabulary deficit by exposing children to the language of STEM and related non-fiction texts.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.

SSERC – Live SSERC meet. STEM Mentor in school. Early Years Resources. New non-fiction texts.

	EXPECTED IMPACT (SHORT TERM TARGETS)	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?	HOW WILL YOU TRACK PROGRESS? MEASURES	EVALUATION CHECKPOINT 1 (Internal Process)	EVALUATION CHECKPOINT 2 (Internal Process)
No.	What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
1	Increased engagement of learners.	High quality learning experiences offered during intentional planning sessions.	Planning meetings, Forward Plans, Learning Walks, Evaluations Using Early Years 360° Environment Audit. This will have a positive impact on children’s learning.	All staff going on training that will suit the nursery development ideas e.g. block play, STEM training.	
2	Increased engagement with digital leaders and young STEM Leaders.	Pupils leading learning in small groups with digital technology and STEM. Practitioners oversee and incorporate learning experiences into relevant areas.	Videos, photographs, staff meetings. Surveys. Learning Journal daily stories and observations.	Digital workshop with digital leaders presenting to nursery parents. Well attended. (Feb ‘24) Digital leaders visiting nursery on a Friday working with small groups of nursery children. Staff having a set time to plan a digital experience. (All year)	

3	Increased Parental and Carer involvement and engagement.	Increase opportunities for parental involvement. Stay and Play sessions involving STEM and digital technology.	Stay and Play sessions. Nursey Natter	Stay and Play sessions well attended. STEM parent workshops to be arranged. Learning journals been introduced to parents and encouraging sharing of home learning. (Trialled Dec '23 and rolled out to all parents in Jan '24)	
4	Narrowing the vocabulary gap.	Invest in new non- fiction texts that relate to STEM lessons and seasonal topics.	Children's feedback sheets. Floor books, topic walls, lending library. Book bug sessions. Three Read. Using books to find interesting information. Visits to the library.	Visited Scotia books to update non-fiction books related to seasons and topics. (Oct '23) Organised trips to library. Book bug session in Library. EAL books purchased for lending library. (Oct '23) Focus week on rhymes.	
Final evaluation:					

PEF ALLOCATION: £45325

**NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2023-24**



RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

Link to Improvement Plan	Detailed Costings	Priority/Description	Intended Outcome/Impact	Evidence/Measures
<p>Support for Learning</p> <p>Raising Attendance PT</p> <p>Raising Attainment in STEM & Exp Art</p>	<p>0.6fte match funded to 1.2fte</p>	<p>• See Class Structure and how additional PEF staffing support SMT release for interventions and quality NCC here</p>	<p>Allowing PTs to be released from class cover.</p> <p>Literacy coaches working across school to provide support for all staff with a focus on new teachers</p> <ul style="list-style-type: none"> All staff fully trained in line with current advice from the NLC Literacy Base. All staff are able to identify, implement and track stage 1 interventions. <p>Promotion of reading for enjoyment across all stages and development of effective reading classroom environments.</p> <ul style="list-style-type: none"> Operation of reading pupil focus group Liaising with CLD, parental literacy workshops/stay and play <p>Identify and support children facing literacy difficulties and oversee support for learning interventions;</p> <ul style="list-style-type: none"> Rainbow reading Literacy box Read, Write, Inc GIRFMe Literacy consultation profile Literacy focus groups Training of support staff e.g. SALT interventions Liaising with SLT, Psychological services Consultations with parents IDL <p>Numeracy coach working across school to provide support for all staff with particular focus on P4-P7.</p> <ul style="list-style-type: none"> All staff are able to identify, implement and track stage 1 interventions. SEAL working party for planning using the framework and appropriate resources to support arithmetical development. Piloting the new NLC planning pathways Implementation of focus groups Moderation events <p>Identify and support children facing numeracy difficulties and oversee support for learning interventions;</p> <ul style="list-style-type: none"> Catch up numeracy 5 minute numeracy box SEAL IDL cloud SUMDOG (targeted clubs) <p>Improve experiences and outcomes in maths through extended family opportunities and engagement</p> <ul style="list-style-type: none"> Liaising with CLD, parental numeracy workshops/stay and play sessions <p>Organisation and running of a community health event focused on mental health.</p> <p>The running of pastoral support groups across the school.</p>	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <p>Teacher judgement of achievement in year group comparisons year-to-year and stage to stage.</p> <p>Be spoke Pre and post COVID SHANARRI questionnaires use.</p> <p>Staff questionnaires.</p> <p>YARC</p> <p>Malt assessments</p> <p>Literacy profiles</p> <p>TJ results</p> <p>Attendance figures</p> <p>HGIOS surveys</p> <p>IDL assessments</p> <p>Parent engagement digitally records</p>

Appendix 1:

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

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
<p>Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p>1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life</p> <p>PEF INTERVENTIONS</p> <p>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</p> <p>Education and Families Priorities</p> <p>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</p>	<p>NIF Priorities</p> <ol style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and sustained, positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p>NIF Drivers</p> <ol style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism Parent/Carer Involvement and Engagement Curriculum and Assessment School and ELC Improvement Performance Information
<p>Developing In Faith <i>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.</i></p>		
<ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel Values Celebrating and Worshiping Serving the common good. 		