



## *Driving Equity and Excellence*

### Improvement Action Plans

#### Session 2023-24

<b>School:</b>	St Michael's Primary
<b>Cluster:</b>	St Maurice's
<b>Head Teacher:</b>	Mrs Karen Greechan

Improvement Plan Summary	
Cluster Priority:	Further develop high quality learning experiences in STEM learning for all learners through effective progression planning across the cluster and targeted staff professional development supported by SSERC.
School Priority 1:	The learners' needs will be central to refreshing the structure of the timetable, ensuring progressive pathways are in place for each and across curricular areas. This firm foundation will ensure high quality learning experiences as we refresh the Learning and Teaching Policy coupled with a particular focus on literacy pedagogy.
School Priority 2:	Refreshed health and wellbeing tracking systems, increased opportunities for pupil voice will ensure improved wellbeing outcomes for all pupils. All pupils will be involved in the life of the school and supported to do their best.
Nursery to P3/2 Priority:	To ensure high quality learning experiences for all pupils from Nursery to Primary 3/2 through the development of play pedagogy whilst ensuring opportunities for personalisation and choice and all pupils attainment in Literacy and Numeracy being sustained at high levels.

## Education and Families Priorities

1	2	3	4	5
<p><b>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</b></p>	<p><b>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</b></p>	<p><b>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</b></p>	<p><b>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<p><b>Vulnerable Groups- Improved outcomes for vulnerable groups.</b></p>
<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy <ul style="list-style-type: none"> <li>◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.</li> </ul> </li> <li>• Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> <li>◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.</li> </ul> </li> <li>• Review of Additional Support Needs <ul style="list-style-type: none"> <li>◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training</li> </ul> </li> </ul>	<p><b>Improvement Actions SAC/ PEF Plan</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Anti- Poverty Programmes <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> <li>◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.</li> </ul> </li> </ul>	<p><b>Improvement Actions GIRFEC</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1140 ELC Expansion <ul style="list-style-type: none"> <li>◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.</li> </ul> </li> <li>• Mental Health and Wellbeing <ul style="list-style-type: none"> <li>◦ 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</li> </ul> </li> </ul>	<p><b>Improvement Actions Curricular Progression</b></p> <ul style="list-style-type: none"> <li>• A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.</li> <li>• DYW Strategy <ul style="list-style-type: none"> <li>◦ The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.</li> </ul> </li> <li>• Digital Classroom <ul style="list-style-type: none"> <li>◦ Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.</li> </ul> </li> </ul>	<p><b>Improvement Actions Support for Families/ Young People at Risk</b></p> <ul style="list-style-type: none"> <li>• There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.</li> <li>• Care Experienced Young People <ul style="list-style-type: none"> <li>◦ 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.</li> </ul> </li> <li>• Support for Adults <ul style="list-style-type: none"> <li>◦ There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.</li> </ul> </li> </ul>

## School Vision and Values

### VISION AND VALUES

St. Michael's Primary is a Catholic school in which all the pupils are made aware of their Christian responsibilities to each other and to the larger community. Our aim is to establish and foster a community of faith and learning in an environment characterised by mutual respect and gospel values with a focus on the five core values of Resilience, Success, Faith, Kindness and Respect agreed by pupils, parents and staff.

## Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

### **Details of engagement (pupils, parents/carers, partners)**

- Regular consultation at Rights Respecting Committee, Digital Leaders Groups and Reading Ambassadors
- Regular Consultation with Parent Council and parental questionnaires completed at Parents Night

2023-24 Improvement Plan

<b>Cluster Priority: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	Further develop high quality learning experiences in STEM learning for all learners through effective progression planning across the cluster and targeted staff professional development supported by SSERC.
Person(s) Responsible Who will be leading the improvement?	M McKenna, Mrs Stevenson and Mrs McMullen, Miss Hollinger, Miss Coakley, representative from St Helen's

(Please insert the relevant information below using the codes above)	
NIF Priority: 3, 4, 5	NIF Driver:1, 2, 4, 5
NLC Priority:1, 4	QI:1.3, 2.2, 2.3, 2.5, 2.7, 3.3
PEF Intervention:5. 8. 10, 11	Developing in Faith/UNCRC:UNCRC 29 DIF 2
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?

Year 1 Following self-evaluation activities, STEM Learning was identified as inconsistent within schools and across the cluster. There are areas of Staff good practice and partnership working with STEM organisations which could be further developed to provide consistency in high quality experiences for Learners. The cluster successfully bid to take part in the SSERC PCP Programme which is fully funded. This partnership will support, and address identified areas for improvement which include the application of teacher Knowledge and skills in the delivery of STEM learning. Learners will benefit from consistent and progressive learning experiences across the cluster. Learners will have opportunities to develop their skills for life and work.

Year 2 Following successful CLPL through PCP (SSERC) Primary Cluster Programme resulting in consistent high quality science learning across the cluster. There are further CLPL which will further develop STEM learning through increased knowledge and skills progression with specific focus on Chemistry and Physics. The cluster has realised we can make links and connection to digital learning through computing science which will further develop learners understanding and application of skills and knowledge.

<b>Resources:</b> 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. YEAR 1 £1000 Cluster Grant from SSERC £350 per school Edina Trust Grant NLC Science Programme Planner (RAISE based model) Young Stem Leader Programme Cluster cover 2 days per school Identified staff SSERC development Saturdays, fully funded, including travelling and accommodation included. School LETS for Parent Information evenings STEM Resources from SSERC fully funded.	YEAR 2 £600 (TBC) Royal Society of Chemistry grant application submitted. SSREC Meet and resources funded by above (TBC) 4 days cover to support CLPL development work. Resources to support NLC Science Programme Planner (RAISE based model) and Young Stem Leader Programme (TBC by each school) Transport to Highschool for Science transition event (HC, ST P, ST M) £300 per bus. School Let for parent workshop events.	
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<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</u>	<u>EVALUATION CHECKPOINT 2</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)		
Learners will experience a consistent and progressive Science Learning at all levels.	Whole Staff Cluster training using SSERC resources and Meet. Monitor NLC Science planner implementation across the cluster. SSERC training events for staff Informal drop-in STEM sessions with STEM Cluster Leads identified	Rerun staff survey to monitor and inform next steps re staff confidence and science focus. Individual school's Tracking and Monitoring documents. Termly Pupil Focus Group feedback Termly Classroom observations VERP Science Investigation focus.		
All learners will continue to engage in science investigations minimum of once a term.	Cluster Leads to deliver training and support with Science. NLC Planner implemented.	Termly Forward planning Learner conversations		
Identified cohorts at 2 <sup>nd</sup> Level will achieve Young STEM Leader Award	M McKenna (ARTAV) will support cluster leads with implementation and ongoing advice and support as required	Ongoing support and advise as required per school. Pre and post self-evaluation for YSL programme. Learner conversations.		
Identified Second level Learners to cascade and leader STEM learning across whole school	Participation in YSL programme to develop skills. Learners to lead class groups across stages in STEM activities. YSL deliver STEM activities to Parent Groups	By June at least one Parent workshop session lead by Learners.		
Learners will be supported to engage with high quality experiences in STEM	Support staff will receive STEM training. Secondary Science Staff will deliver a series of lessons to learners which Primary staff will observe which will form part of Transition.	Support staff training during Feb Inset Day. Cluster agreement on Transition events		
Learners will engage with our partners at Strathclyde University working on Augmented Reality and further digital provision within STEM.	Strathclyde University will support teaching and learning through training and opportunities to develop skills surrounding developing technology concerning Augmented Reality.	Learner and staff evaluations.		

Learners will engage with Science lessons delivered through McCrone Teacher.	McCrone Teacher will provide timetabled lessons ensuring appropriate progression for all learners.	Revisit to the Second Level survey presented to learners at the start of SSERC PCP. Work completed in Latest and Best in St Maurice's cluster agreed planning format.		
Final evaluation:				

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>The learners' needs will be central to refreshing the structure of the timetable, ensuring progressive pathways are in place for each and across curricular areas. This firm foundation will ensure high quality learning experiences as we refresh the Learning and Teaching Policy coupled with a particular focus on literacy pedagogy.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Mrs Greechan, Mrs Belam, Mrs Pacitti, Mrs MacKinnon and all staff</b>

<b>(Please insert the relevant information below using the codes above)</b>				
<b>NIF Priority: 3, 5</b>		<b>NIF Driver:1, 2, 3, 4, 5, 6</b>		
<b>NLC Priority:1, 2, 5</b>		<b>QI: 2.2, 2.3,1.3, 1.1,3.2</b>		
<b>PEF Intervention: 4,5, 6, 7, 11</b>		<b>Developing in Faith/UNCRC: 2 Article 28, 29</b>		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:				
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this? We have identified this as a priority to ensure that high quality teaching and learning is consistent throughout the school and that each pupil has access to a full, enjoyable and challenging curricular entitlement which will negate inconsistencies of practice. Furthermore, we will focus on literacy to enrich learning with opportunities to lead learning and exercise choice, resulting in increased literacy outcomes which in turn will have a positive impact on all curricular areas				
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b> <b>Costs – Training Courses, Active Literacy and Talk for Writing</b> <b>Library – Cost of books, furniture</b>				
<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		

<p><b>Children will be given further opportunities to develop their skills in writing through the programme of Talk for Writing. Children will develop a deeper understanding of writing for an audience and be given opportunities to share their creative pieces.</b></p>	<ul style="list-style-type: none"> <li>• Staff will visit other establishments that deliver Talk for Writing</li> <li>• Further opportunities for staff to observe one another in the delivery of Talk for Writing.</li> <li>• Teachers will plan collegiately for lessons to ensure continuity and progression.</li> <li>• SMT will carry out effective teaching and learning visits to observe Talk for Writing in Practice.</li> <li>• Certificates for Success in writing 'Star Writer' will be celebrated within the wider school community i.e., Assemblies.</li> </ul> <p>Staff will attend NL Writing courses where applicable.</p>	<ul style="list-style-type: none"> <li>• <b>Quality of writing in jotters</b></li> <li>• <b>Teacher self-evaluation</b></li> <li>• <b>Moderation activities across stages</b></li> <li>• <b>Learning logs</b></li> <li>• <b>Learner conversations</b></li> </ul>		
<p><b>Pupils will be given the opportunity to develop their literacy skills through NL Active Literacy Programme, ensuring learners experiences are appropriately challenging and enjoyable.</b></p>	<ul style="list-style-type: none"> <li>• Staff will attend the Active Literacy Courses to familiarise themselves with the recent modifications to the programme.</li> <li>• Staff will work collegiately with CST and SFL Teacher to develop their skills using the RWI strategies.</li> <li>• Staff will observe the delivery of the updated/revised Active Literacy Programme.</li> <li>• Staff will work collegiately with stage partners to ensure continuity and progression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACEL Data</b></li> <li>• <b>SWRT/SWST</b></li> <li>• <b>Learning Logs/Daily Writing Jotters</b></li> <li>• <b>Latest and Best Jotters</b></li> </ul>		
<p><b>We aim to promote to help all pupils develop a love of reading through the development of a school library which will provide each child with Reading for Enjoyment opportunities both</b></p>	<ul style="list-style-type: none"> <li>• The school will engage with the First Minister's Reading Challenge and in doing so provide extended opportunities for Reading for Enjoyment</li> <li>• Reading Ambassadors, parents and staff will work together to design and establish a school library.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enhanced opportunities for reading for enjoyment</b></li> <li>• <b>Improvement outcomes in attainment in literacy, evident in daily learning and summative assessments</b></li> </ul>		

<p><b>in school and at home</b></p>	<ul style="list-style-type: none"> <li>• A bespoke school library will be established, with all pupils having weekly access to an age and stage appropriate lending library.</li> <li>• We will promote a love of reading through discreet lessons which will focus on reading skills, genres, authors, and book reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pupil questionnaires and feedback</b></li> </ul>		
<p><b>Our Learning and teaching Policy will promote a common understanding of the factors which are agreed to contribute to engaging, motivating and enthusing all pupils to be active participants in their own learning.</b></p>	<ul style="list-style-type: none"> <li>• All stakeholders will review the curriculum to ensure it is reflective of the unique Values and Community of St Michael's whilst being built upon Curriculum for Excellence.</li> <li>• In reviewing Learning and Teaching we will ensure the curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of our learners.</li> <li>• The strategic overview of the curriculum will provide each pupil with learning pathways, based on the principles of curriculum design and built on the four capacities leading to high quality learning in all curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>School self-evaluation systems will identify high quality learning and teaching in all classrooms.</b></li> <li>• <b>Updated Progressive Pathways will be in place for each curricular area.</b></li> <li>• <b>The yearly overview of curricular delivery will be reviewed with the importance of digital and outdoor learning integral to good practice.</b></li> </ul>		
<p><b>Final evaluation:</b></p>				



What do you hope to achieve? What is going to change? For whom? By how much? By When?

Refreshed health and wellbeing tracking systems and increased opportunities for pupil voice will ensure improved wellbeing outcomes for all pupils. All pupils will be involved in the life of the school and supported to do their best.

Person(s) Responsible  
Who will be leading the improvement?

Mrs Greechan, Mrs Di Mascio, Mrs Belam and all primary staff

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

**NIF Priority: 1,2, 3,**

**NIF Driver: 1, 2, 3**

**NLC Priority: 2, 3, 5**

**QI:3.1, 1.3, 2.4, 2.7, 2.1**

**PEF Intervention:1, 2, 3, 7, 10,**

**Developing in Faith/UNCRC:2, 3, 4, 6 Article3, 5, 19, 28, 29,42**

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

Barnardo's £10,000

**RATIONALE (WHY?)** Why have you identified this as a priority? What data did you have to support this?

- We will continue our Rights Respecting School journey towards Silver to further ensure each child has a solid knowledge of UNCRC in line with St Michael's Values.
- A consistent and rigorous collection and analysis of health and wellbeing data, incorporating new systems, will lead to improved outcomes for learners.
- As a Roman Catholic school, we are committed to considering all aspects of the Global Compact on Education, through this initiative we will focus on listening to the voices of our children and develop their understanding of the importance of education..

**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.**

**Playback ICE - £1500**

**Barnardo's £10,000 PEF**

**UNCRC education programme**

**Global Compact on Education**

**Smarter Pupil Council £500**

**Teen Talk – funded through St Maurice's counselling budget**

**EXPECTED IMPACT (SHORT TERM TARGETS)**

**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**

**HOW WILL YOU TRACK PROGRESS? MEASURES**

**EVALUATION CHECKPOINT 1 (Internal Process)**

**EVALUATION CHECKPOINT 2 (Internal Process)**

What will be the benefit for learners (be specific)?

What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.

What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)

**All learners will have systems in place to contribute effectively to the life of the school through the Rights**

- The Smarter Pupil Council will be established in August 2023 and will facilitate Pupil Voice throughout the school.
- The Smarter Pupil Council will lead the school

- **Smarter Pupil Council will meet fortnightly.**
- **SPC progress will be charted on a whiteboard in the**

<p><b>Respecting School process and the Smarter Pupil Council</b></p>	<p>community in achieving the Silver UNCRC Award</p>	<p><b>main corridor for all stakeholders to view.</b></p> <ul style="list-style-type: none"> <li><b>An overview of progress will be evidenced in a floor book by SPC.</b></li> <li><b>We will achieve Silver UNCRC status by Easter.</b></li> </ul>		
<p><b>We aim to listen to the voices of children and young people in line with the through the Global Compact. The Global Compact on Education, introduced by Pope Francis, is a groundbreaking initiative that seeks to promote the values of care for others, peace, justice, goodness, beauty, acceptance, and fraternity through education.</b></p>	<ul style="list-style-type: none"> <li>All pupils, through the delivery of the religious education curriculum, will participate in lessons to understand the Global Compact.</li> <li>Class work will be supported by the Parish Priest and resources from Motherwell diocese and SCES.</li> <li>Children will share their learning at assemblies and open days.</li> </ul>	<ul style="list-style-type: none"> <li><b>Children’s understanding will be demonstrated through the school’s embedded self-evaluation processes, wall displays and assemblies.</b></li> </ul>		
<p><b>As a result of consistent and rigorous approaches to tracking health and wellbeing we will improve outcomes for all pupils.</b></p>	<ul style="list-style-type: none"> <li><b>Refreshed tracking systems will be put in place, inclusive of Playback Ice and school wider achievement tracking for all pupils.</b></li> <li><b>Pupils at Additional and Intensive level will be tracked on the wellbeing app</b></li> <li><b>Intensive pupils will be further tracked using Outcome Star.</b></li> <li>Data will be analysed at regular tracking meetings, detailed on the school self-evaluation calendar.</li> </ul>	<ul style="list-style-type: none"> <li><b>The interrogation of data will lead to the pastoral needs of all pupils being met.</b></li> <li><b>The school will ensure each child has a ‘go to adult’ should they require support.</b></li> <li><b>GIRFMEs will be appropriate, meaningful and reviewed in partnership with children and families.</b></li> <li><b>Where appropriate interventions or supports will be put in place, such as</b></li> </ul>		

	<ul style="list-style-type: none"> <li>Agreed plans and interventions will be pastoral noted and evidenced</li> </ul>	<p><b>Barnardo's involvement, Seasons for Growth, Miracle Foundation, Teen Talk Counselling, CST involvement or referral to statutory agencies.</b></p> <ul style="list-style-type: none"> <li><b>Interventions/supports will be regularly reviewed to ensure best impact for all children.</b></li> </ul>		
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**Final evaluation:**

<p><b>Priority 3: Long Term Outcome</b>          What do you hope to achieve? What is going to change? For whom? By how much? By When?</p>	<p><b>To ensure high quality learning experiences for all pupils from Nursery to Primary 3/2 through the development of play pedagogy whilst ensuring opportunities for personalisation and choice and all pupils attainment in Literacy and Numeracy being sustained at high levels.</b></p>
<p>Person(s) Responsible          Who will be leading the improvement?</p>	<p><b>HT, DHT, EY &amp; Infant staff</b></p>

<b>(Please insert the relevant information below using the codes above)</b>	
<b>NIF Priority: 1, 2, 3, 5</b>	<b>NIF Driver: 1, 2, 4, 5, 6</b>
<b>NLC Priority: 1,2,3</b>	<b>QI: 1.2, 1.1, 1.3, 1.5, 2.2, 2.3, 3.2</b>
<b>PEF Intervention: 4, 5, 7, 12</b>	<b>Developing in Faith/UNCRC: 2 / 3, 12, 13, 28, 29, 31</b>
<p>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</p>	
<p><b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this?          North Lanarkshire is currently working on Play Pedagogy guidelines, which will be shared with schools, 2023 – 2024 to indicate good practice and expectations. We also have a nursery within our school building and want to have more streamlined practice from one area of Early Level to the next and beyond, into the infant department. This priority is also based around the National Practice Guidance within Realising the Ambition which promotes play as ‘an intrinsic part of human nature and development’. The document also states that ‘through play a child develops their cognitive, social, emotional and physical capabilities’. We want to also incorporate the UNCRC’s right that the children have ‘to play’. HGIOS 4 states that we should ensure that there is ‘high quality play’ and through taking this pedagogy from our EY through the infant stages, we aim to deliver this whilst keeping attainment in literacy and numeracy high.</p>	
<p><b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b></p>	
<p><b>Relevant documentation:</b> HGIOS4, HGIOELC, Realising the Ambition, A Quality Framework</p>	

Furniture, play resources, storage Planning documentation, tracking facilities				
<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
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)		
<b>All learners will experience high quality play-based learning from EY to P3/2.</b>	Rooms will be set up with continuous provision areas to allow for play to occur. Staff will be given training if required to allow them to understand the pedagogy. Learner's will be consulted to allow Pupil Voice and consultation in their learning.	Rooms will visibly look like play environments Staff will feel confident in delivering a more play-based curriculum Evidence will show that learners have been consulted in their preferred areas for themes/topics Assessment data, including SNSA and PIPS will be analysed from the past few years to show that learning and engagement is remaining high despite changes to our pedagogy.		
<b>Learners will have opportunities to play in a motivating environments that have been adapted to suit the needs of a play-based curriculum and to facilitate effective learning.</b>	Rooms will be remodelled to allow for play to take place Areas will be created to allow children to have an element of choice Rooms will be resourced to meet the needs of a play-based curriculum.	Children will have opportunities for a variation of play activities. Task boards will allow for children to have an element of choice within their learning.		
<b>Planning will be consistent from EY to P3/2 and will ensure high quality pedagogy and progression for learners.</b>	Planning formats will be created through consultation with staff to allow for children's own interests to be incorporated. Parents will be consulted re their children's interests to aid planning. Planning will show continuity and progression.	Planning formats will be created and trialled to include progression, choice and children's interests Floor books will provide evidence of the journeys taking from start to finish of a theme/topic.		
<b>Learners will have access to a range of play resources to</b>	Resources will be created and/or added to constantly, to meet the children's needs.	The classes will be resourced adequately.		

<b>meet the needs of their learning and imaginations and in turn facilitate opportunities for personalisation and choice.</b>	Requests will be issued to the local community re any resources that homes could share with the school.	Time will be provided, where available to allow staff to observe good practice, team-teach and create resources.		
<b>Learners progress will be tracked inline with the school's rigorous systems. Any gaps in learning will timeously and effectively addressed through appropriate interventions.</b>	Tracking will accompany planning to show gaps in learning. Tracking procedures will take place from EY to P3/2 to show consistency from EL to FL.	Children will cover a breath and balance of the curriculum and any gaps will be filled. Progression will be seamless from nursery to P3/2. Data will show that high quality learning is taking place and that children are progressing.		
<b>Staff will focus their observations on Interactions, Experiences and Spaces, in line with Realising the Ambition, to ensure that all learners are making progress in their learning.</b>	Staff will become familiar with the document Realising the Ambition. Planning and assessment will incorporate methodology from the above document. Observations of the children's experiences during play will be recorded and documented.	Staff will have sound knowledge of Realising the Ambition. Documentation will show evidence of the methodology being used to facilitate further opportunities and experiences.		
<b>Final evaluation:</b>				

**PEF ALLOCATION: £38,880**

**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 style="text-align: center;"><b>Health and Wellbeing – Support for pupils and families</b></p>	<p style="text-align: center;"><b>£10,000</b></p>	<p style="text-align: center;"><b>Barnardo’s</b></p>	<p>Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.</p> <p>The school’s Barnardo’s Support worker provides targeted support for children and families, working in partnership with school to make sure those vulnerable learners are in school on time and able to learn. Support is bespoke and targets the needs of each child in turn. Examples include 1:1 support for parents who have experienced or are experiencing domestic violence, addictions and bereavement. Counselling is also provided to pupils on a 1:1 basis, addressing anxiety, separation, divorce and bereavement and ACE experienced. A parent/carer drop-in service is available on a Wednesday, offering support and a warm space. In addition, we run a parent/baby and toddler group on a Friday morning providing, again, a warm space and opportunity for parents/carers and children to socialise. In addition this service builds positive links with families and children prior to nursery enrolment.</p>	<p>Please indicate what evidence you are going to collect to show impact and progression.</p> <ul style="list-style-type: none"> <li>• <b>Improved attendance figures</b></li> <li>• <b>Evaluations from parents receiving 1:1 support</b></li> <li>• <b>Evaluations from identified pupils receiving 1:1 support</b></li> <li>• <b>Improvements in health and wellbeing in vulnerable learners (tracked using wellbeing app, GIRFMES, Outcome Star and health and wellbeing tracking systems where appropriate)</b></li> <li>• <b>Improvements in attainment for vulnerable/identified learners, (ACEL, SNSAs, standardised testing)</b></li> <li>• <b>Attendance and evaluations from parents/carers attending drop in sessions</b></li> <li>• <b>Attendance and evaluations from parents/carers attending baby and toddler group.</b></li> </ul>
<p style="text-align: center;"><b>Raising Attainment in Literacy and Numeracy</b></p>	<p style="text-align: center;"><b>£30,000</b></p>	<p style="text-align: center;"><b>Support for Learning 0.5 match funded teacher`</b></p>	<p>There is targeted learning support identified throughout the school and school data details each intervention received by a child and the staff member supporting this. In addition to this, each year group has a tracking spreadsheet with the results from standardised tests, their SIMD status, and achievement of a</p>	<ul style="list-style-type: none"> <li>• <b>Improvements in attainment in literacy and numeracy for vulnerable/identified learners, (ACEL, SNSAs, standardised testing)</b></li> <li>• <b>Closing of the poverty related gap – analysed through school data tracking systems</b></li> <li>•</li> </ul>

		<p>level and highlights interventions/learning support. The tracking spreadsheet allows all staff to see at a glance what the children in SIMD levels 2 or 3 are achieving and if they are in need of any additional support, the support offered and the impact. All data is available on the school tracking system.</p> <p>The literacy support is focusing on reading accuracy, targeting the use of synthetic phonics and using decodable reading materials to support this. This is delivered to both groups and individuals, dependent on the needs of the pupil. Interventions are also short term or ongoing in response to learners needs</p> <p>Numeracy support is targeted at individuals identified through diagnostic assessments and professional discussions. Number Box, Numicon, and more recently Maths Catch Up are in place, as evidence indicates each resource has a positive impact on learning.</p>	
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Appendix 1:  
When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the 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	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	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing;

<p>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>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><b><u>PEF INTERVENTIONS</u></b></p> <ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high-quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol> <p><b><u>Education and Families Priorities</u></b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>3. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>4. Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improvement in attainment, particularly in literacy and numeracy.</li> </ol> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>3. Parent/Carer Involvement and Engagement</li> <li>4. Curriculum and Assessment</li> <li>5. School and ELC Improvement</li> <li>6. Performance Information</li> </ol>
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**Developing In Faith**

*Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.*

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.