



St Patrick's Primary School



IMPROVEMENT PLAN: 2020-2021

GREEN – PEF
BLUE – CLUSTER
BLACK – IN SCHOOL



South Ayrshire Council Plan

Effective Leadership that promotes fairness
Reduce poverty and disadvantage
Health and care systems that meet people's needs
Make the most of the localeconomy
Increase the profile and reputation of South Ayrshire and the council
Enhanced environment through social, cultural and economic activities

Children's Services Plan

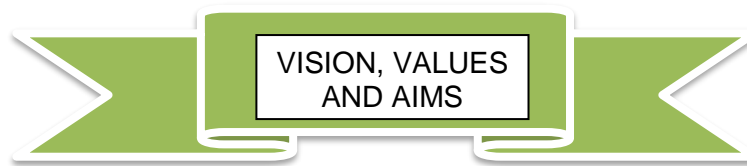
Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children
Improvement in children and young people's health and wellbeing
Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework- Drivers

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information



Vision

We have a clear vision and values which have been developed with all stakeholders in the 2018/2019 session.

In St Patrick's Primary we strive to provide a secure, happy, caring school in which each child is nurtured and empowered to achieve his/her full potential through effective learning and teaching experiences of the highest quality. We are inspired by our Patron Saint, St Patrick; Christ be beside me in all I say, all I do and all I am.

Values

- As a Catholic school, our Christian Faith and Gospel Values permeates all aspects of our school life. Having revisited our Values in session 18/19 and in consultation with parents, pupils, staff and our local community our new school values are:
 - Respect, Achievement, Faith, Inclusion & Community.**

AIMS

At St Patrick's Primary we strive to;

- To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
- To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.

St Patrick's Primary School
School Improvement Plan
2020 -2021

Literacy and English

- L.May
- K.Gardiner

Learning, Teaching and Assessment

- L.May

Pupil Equity Fund

- L.May
- P.McFadyen
- L.McGarva

Technologies

- L.May
- D.Mancini

Play-Based Learning

- A.McGinley

STEAM

- P.McFadyen



RERC

- L.May

Health & WellBeing

- L.McGarva

Numeracy & Maths

- L.May
- P.McFadyen

Priority 1: Improvement in attainment, particularly literacy and numeracy.																								
NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.		HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and achievement																						
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)																				
1.1 Children will make progress from their previous levels of attainment in maths/numeracy	<ul style="list-style-type: none">Learners' needs identifies through assessment information – Term 1, 2 and 4 using the Numeracy Screener for all learners following COVID -19SNSA (Full profiles) used with targeted groups of children to: identify next steps in learning for pupils; track pupil progress; monitor and evaluate the impact of interventionsSchool response to the South Ayrshire new reporting strategy will provide further opportunities to engage with children and parents around setting targets - This will be changed in light of COVID recovery.	SLT All staff L.May & J.McPeake	Aug-June Sept-Dec Sept When possible Sept/Oct	<p>Data will be added in October 20 for Literacy and Numeracy and Health and Wellbeing, as children may return to school, further behind their March 20 levels of attainment.</p> <table><tr><th colspan="4">% Secure or Above at the Relevant Stage: Overall Maths</th></tr><tr><th></th><th>May 19</th><th>October 20</th><th>May 21 (Target)</th></tr><tr><td>P1</td><td>87</td><td></td><td>90</td></tr><tr><td>P4</td><td>95</td><td></td><td>95</td></tr><tr><td>P7</td><td>79</td><td></td><td>85</td></tr></table> <p>Children's questionnaires at the start and end of the year – questions within the evaluation to focus on children and parent</p>	% Secure or Above at the Relevant Stage: Overall Maths					May 19	October 20	May 21 (Target)	P1	87		90	P4	95		95	P7	79		85
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	<ul style="list-style-type: none">Targeted Interventions implemented to increase the children's skills in numeracy – 5 minute boxPlanned Assessments used to provide children with high quality learning and teaching and feedbackPupils to evaluate themselves as learners through a weekly skills showcaseData literate professionals – staff are able to discuss their analysis of the data and identify next steps for individualsParent and child workshops to demonstrate learningWeekly homework tasks at all stages linked to numeracy and mathsParent and child 'Read, Write, Count' sessions in schoolTwitter account to share learning with parents and the wider community																		
1.2 Children will make progress from their previous levels of attainment in Literacy	<p>Reading</p> <ul style="list-style-type: none">Reading wise De-coding and Comprehension used with targeted groupsMyON used with P3 – 7 to increase reading for enjoyment and comprehension skills.	School Assistant	Aug – June	<table><tr><th colspan="3">% Secure or Above at the Relevant Stage: Reading</th></tr><tr><td></td><td>October 20</td><td>May 21 (Target)</td></tr><tr><td>P1</td><td></td><td>85</td></tr><tr><td>P4</td><td></td><td>95</td></tr><tr><td>P7</td><td></td><td>85</td></tr></table>	% Secure or Above at the Relevant Stage: Reading				October 20	May 21 (Target)	P1		85	P4		95	P7		85
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	<ul style="list-style-type: none">St Patrick's to work alongside St Ninian;s to embed Accelerated Reader in P4-7Accelerated reader Programme. Pupils will read for enjoyment and will with increasing motivation for reading, use fun and interactive tools to enrich and interact with the reading experience. Pupils will use unlimited access through myON resources that have personalised learning-the ability to match the pupil level with the right book at the right level based on their interests. Pupils will use the homework features, reading supports, writing tools and myON projects. Pupils needs will be catered for by using the different learning styles and interests available like audio support and myON news which maps where news events are occurring relative to the reader.P4-7 Reciprocal Reading to develop learners' reading and comprehension skills, stimulate reflection skills, promote higher-order thinking as well as develop their listening and talking skills	<div>K.G & TMcF</div> <div>SLT, all staff</div> <div>Whole school</div> <div>Whole Staff</div>	<div>Reciprocal Reading baseline results SWST</div> <div>Nara Neale Analysis comprehension AR Reading Age data</div> <table><tr><th colspan="4">% Secure or Above at the Relevant Stage: Reading</th></tr><tr><th></th><th>May 19</th><th>October 20</th><th>May 21 (Target)</th></tr><tr><td>P1</td><td>80</td><td></td><td>85</td></tr><tr><td>P4</td><td>89</td><td></td><td>95</td></tr><tr><td>P7</td><td>94</td><td></td><td>95</td></tr></table> <div>Increased attainment in reading</div> <table><tr><th colspan="3">Schonell Reading Assessments (for targeted *pupils)</th></tr><tr><th></th><th>Sept 20</th><th>May 21</th></tr><tr><td>P2</td><td></td><td></td></tr><tr><td>P3</td><td></td><td></td></tr><tr><td>P4</td><td></td><td></td></tr><tr><td>P5</td><td></td><td></td></tr><tr><td>P6</td><td></td><td></td></tr><tr><td>P7</td><td></td><td></td></tr></table>	% Secure or Above at the Relevant Stage: Reading					May 19	October 20	May 21 (Target)	P1	80		85	P4	89		95	P7	94		95	Schonell Reading Assessments (for targeted *pupils)				Sept 20	May 21	P2			P3			P4			P5			P6			P7		
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	<ul style="list-style-type: none">• Termly library visits –Troon (When COVID-19 restrictions allow)• Work with Pupil Support Teacher to ensure School assistant staff trained in a variety of resources such as 5 minute box, ReadingWise, Catch up Literacy etc <p><u>Writing</u></p> <ul style="list-style-type: none">• Staff trained in Talk for Writing Approach – focus on Fiction – when COVID-19 restrictions allow• Staff using the three-stage pedagogy: ‘imitation’ (where pupils learn and internalise texts, to identify transferrable ideas and structures), ‘innovation’ (where pupils use these ideas and structures to co-construct new versions with their teachers), and ‘invention’ (where teachers help pupils to create original texts independently). <p><u>Literacy Across the Curriculum</u></p> <ul style="list-style-type: none">• Staff use South Ayrshire Assessment Framework to identify ASN needs	GH T.McF All Staff	<table><tr><th colspan="3">Catch up Literacy (for targeted* pupils)</th></tr><tr><td></td><td>September 20</td><td>May 21</td></tr><tr><td>P4</td><td></td><td></td></tr><tr><td>P5</td><td></td><td></td></tr><tr><td>P6</td><td></td><td></td></tr><tr><td>P7</td><td></td><td></td></tr></table> <table><tr><th colspan="3">% Secure or Above at the Relevant Stage: Writing</th></tr><tr><td></td><td>Oct 20</td><td>May 21 (Target)</td></tr><tr><td>P1</td><td></td><td>85</td></tr><tr><td>P4</td><td></td><td>95</td></tr><tr><td>P7</td><td></td><td>95</td></tr></table>	Catch up Literacy (for targeted* pupils)				September 20	May 21	P4			P5			P6			P7			% Secure or Above at the Relevant Stage: Writing				Oct 20	May 21 (Target)	P1		85	P4		95	P7		95
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	<ul style="list-style-type: none"> • Pupil focus groups to focus on teaching and learning of Literacy using HGIOurS • Data literate professionals – Staff are able to discuss their analysis of the data and identify next steps for individuals. Reviewed at termly tracking and monitoring meetings • Use of skills progression pathway to support challenge and support groups. • Development of Dyslexia and Inclusive Practice Award • Staff to complete dyslexia module • Place an importance on Digital Literacy through the use of apps such as Microsoft 365, Immersive Reader 	<p>K.G T.McF</p> <p>All staff</p> <p>LM, DM</p>	ongoing	<p>Improved confidence in dyslexic readers – attitudes survey</p> <p>Identification of dyslexia</p>
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Children have increased ownership of assessments that demonstrate breadth, challenge and application across the 4 contexts of learning	<p>Holistic Assessments/Moderation in Literacy and Numeracy</p> <ul style="list-style-type: none"> • Attainment meetings with staff with a focus on what children need to do to close the gap. • Continue to develop a holistic approach to planning learning, teaching and assessment that provides opportunities for application of skills and take account of new blended learning. Consideration to move to online version of this approach possibly via Microsoft Teams. • Children involved in creating assessments. • CLPL opportunities for all staff • Continue to develop the cluster approach to moderation and how we can support any gaps that we have identified at class, school or cluster level. • Increase opportunities for learners to be actively involved in agreeing success criteria. 	All staff	ongoing	Cluster Moderation events

	<ul style="list-style-type: none"> • Review and improve bundling of E's and O's/CfE Benchmarks. • 2nd level primary and 3rd level QMA staff to assess and moderate pupil work in literacy and numeracy to ensure appropriate pace and progression from P7 to S1 			
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Priority 2: Improvement in children and young people's health and wellbeing

NIF
Closing the attainment gap between the most and least disadvantaged children
Improvement in children and young people's health and wellbeing

- HGIOS 4 QIs
- 1.2 Leadership of Learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and achievement

What Outcomes Do We Want To Achieve?

How Will We Achieve This? (Intervention Strategies)

Lead Person

Start and Finish Dates

How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)

Improved emotional
Literacy of targeted pupils

- Greater scrutiny around the tracking of progress through interventions and CfE levels linked to pupil progress
- Create a number of parental leaflets highlighting supports that are available for both children and families and greater access for parents to request a support (parental request for assistance)
- Nurture Group created for identified pupils

All staff

Aug –
June

- Wellbeing web
- Wellbeing Assessments
- Pupil, staff and Parent questionnaires
- Boxall Profiles
- L.McGarva's Professional Enquiry

L.McGarva
(0.1)

Aug-June

				<table><tr><td>Agree/Strongly agree</td><td>May '19</td><td>Target May '20</td></tr><tr><td>I receive helpful information about how my child is doing.</td><td>88%</td><td>95%</td></tr><tr><td>The information I receive about how my child is doing reaches me at the right time.</td><td>86%</td><td>95%</td></tr><tr><td>I understand how my child is assessed.</td><td>67%</td><td>80%</td></tr><tr><td>The school gives me advice on how to support my child's learning at home.</td><td>84%</td><td>85%</td></tr><tr><td>The school organises activities where my child and I can learn together.</td><td>90%</td><td>95%</td></tr></table>	Agree/Strongly agree	May '19	Target May '20	I receive helpful information about how my child is doing.	88%	95%	The information I receive about how my child is doing reaches me at the right time.	86%	95%	I understand how my child is assessed.	67%	80%	The school gives me advice on how to support my child's learning at home.	84%	85%	The school organises activities where my child and I can learn together.	90%	95%
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Building Mental Health and resilience	<ul style="list-style-type: none">• COVID-19 Recovery plan• Pupils will have access to Seasons for Growth• Pupils will have one to one support from the Wellbeing Champion if required• Signposting to wider services• Pupil Voice groups to take a lead role in consulting with peers, staff,	All staff AMcG	Oct - June	Parent survey Wellbeing Web SNSA and GL assessments. Staff and Pupil Questionnaires Boxall Profiles completed by Nurture Teacher and class teacher at the beginning of the year and at the end of the year – Boxall Results to be compared																		

	<p>Parent Council and Parents and feedback given through school newsletter and Twitter linked to Theme 4 – Our Health and WellBeing</p> <ul style="list-style-type: none"> • Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter linked to theme 4 Our Health and Wellbeing • Increase and enhance the family after school supports • Introduction of Emotion Works to staff and pupils 			<p>Self-esteem Questionnaire</p> <p>Recording of CfE /SNSA/attendance/SI/FSM</p> <p>Use of HWB Indicators-SHANARRI</p> <p>Evaluation of Staged Intervention Targets</p>
Pupil Voice will impact positively on school improvement planning	<ul style="list-style-type: none"> • Pupil groups will create an action plan with clear links to talking and listening skills supported by theme 2 Our Learning and Teaching (HGIOurS) This will have a focus on pupil views of blended learning and what is working well. • Pupils will be instrumental in creating an online profile that supports children and staff to record progress within a blended learning approach. • Pupil groups linked to DSYW skill development and evaluated using theme 5 - Our Successes and Achievements (HGIOS) 	L.M		<p>90% of children surveyed can discuss how their pupil group has had a positive impact on the school.</p> <p>85% of all children will develop appropriate skills whereby they can express opinions, reflect on experiences and influence the decision making process.(talking and listening skill framework)</p> <p>80% of identified PEF cohort develop skills of reflective thought empowering pupils</p>

	<ul style="list-style-type: none"> Cluster working with pupil groups sharing good practice linked to HGIOurS themes 2 Our learning and Teaching and theme 5 Our Successes and Achievements. Roadshows or online roadshows to learn from one another. 			
Increase participation in residential trips for children in Deciles 1 and 2 or children in receipt of free school meals.	<ul style="list-style-type: none"> Continue to identify and use PEF money to support children and families to access residential trips. Work with Active schools to see how we can support free access for some children to attend clubs in their local area out with school. All Residential Trips and activities will take place, following government guidelines. 			FitQuest reports WellBeing Assessments Staged Intervention evaluations Pupils and parents feedback Residential Trip Data School trip and community activities data

Priority 3: Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
NIF Improvement in employability skills and sustained, positive destinations		HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement		
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Children will take greater responsibility for planning and managing their own learning.	<ul style="list-style-type: none"> Children must have some say over what they learn; additionally, the senses play a big role in the learning process. Children must be able to touch, move, listen, see and hear in order to fully process something. Children are encouraged to interact with other children and explore the world through material items and relationships. 	All staff	Aug - June	<ul style="list-style-type: none"> Use of Creative Scotland resource
Development of leadership skills, presentation skills, communication skills, negotiation skills and confidence.	<ul style="list-style-type: none"> Children should be encouraged to always express themselves and given infinite means and opportunities to do so. Possible restrictions due to COVID-19 guidelines Explore 'My World of Work' with P5, 6, 7 	L.M P5-7 Staff	ongoing	<ul style="list-style-type: none"> Enterprising Schools resources Children can identify key transferable skills for employment

	<ul style="list-style-type: none"> • Wal displays will reflect children's interest, knowledge and skills in relation to the world of work • CLPL for staff to gain understanding of how to use Career Education Scotland with our pupils 			
Pupils developing ability to identify their own strengths, skills and areas for development	<ul style="list-style-type: none"> • Pupils will be encouraged to keep a profile of their targets and achievements. 	L.May	ongoing	<ul style="list-style-type: none"> • Using OneNote and Blogs • Increased confidence in computing skills through digital tools, tracked using the authorities technologies planners • Children will be able to confidently articulate what skills they are learning for life and work.

Priority 4: Honouring Jesus Christ as the way, the Truth and the Life using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work.

NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing Improvement in employability skills and sustained, positive destinations	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement
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4.1 To promote Life and dignity of the human person	<ul style="list-style-type: none">God's loving plan to be delivered to all classes from P1-7Restorative Practice	Louise (St John's) Jackie(St Ninian's) Lynsey (St Pat's) Mark (Sacred Heart/St. Cuthbert's)	Aug-June	Through questionnaires all staff, visitors and members of the school community can clearly see that our anti bullying practice is based on the faith life of the school. Parents and Pupils feel that bullying is dealt with well.																																			
				<table><tr><td></td><td colspan="2">Parent survey</td><td></td><td colspan="2">Pupil Survey</td><td></td></tr><tr><td></td><td>May 18</td><td>May 19</td><td>Target 20</td><td>May 18</td><td>May 19</td><td>Target 20</td></tr><tr><td>The school deals well with bullying</td><td>89%</td><td>41% agree 59% N/A</td><td>100% again</td><td>95%</td><td>73% agree 24% N/A</td><td>100% again</td></tr><tr><td>Other pupils treat me fairly and with respect</td><td></td><td></td><td></td><td>92%</td><td>98%</td><td>100%</td></tr><tr><td>I feel that my child</td><td>94%</td><td>100%</td><td>100%</td><td></td><td></td><td></td></tr></table>		Parent survey			Pupil Survey				May 18	May 19	Target 20	May 18	May 19	Target 20	The school deals well with bullying	89%	41% agree 59% N/A	100% again	95%	73% agree 24% N/A	100% again	Other pupils treat me fairly and with respect				92%	98%	100%	I feel that my child	94%	100%	100%			
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				is safe in school																															
4.2 An increased call to family, community and participation	<ul style="list-style-type: none">Parent council events throughout the year such as Christmas Fair etc.Parent and child workshopsPope Francis Faith AwardCluster Carols by Candlelight – COP 2020House Captain Elections	R.P (St John's) L.M (ST. Pat's), M.I (St. Cuthbert's) M.I.(Sacred Heart) J.McP (St. ninian's)	Aug-June	Increased attendance at parent workshops. Increased number of children achieving Pope Francis Faith Award. <table><tr><td></td><td colspan="4">Pope Francis</td><td colspan="3">Attendance at Cluster event</td></tr><tr><td></td><td>May 18</td><td>May 19</td><td>May 20</td><td>Target21</td><td>May 18</td><td>May 19</td><td>May 20</td></tr><tr><td>% of pupils achieved</td><td>55%</td><td>100%</td><td>100%</td><td></td><td>30%</td><td>65%</td><td>70%</td></tr></table>									Pope Francis				Attendance at Cluster event				May 18	May 19	May 20	Target21	May 18	May 19	May 20	% of pupils achieved	55%	100%	100%		30%	65%	70%
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4.3 Children will have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools.	<ul style="list-style-type: none">COP – further information to followEducation Scotland 'Recognising and realising children's RightsPupil groupsPlayground buddiesMissio work P1-6	J.W (St. John's) N.McN (St Ninian's) L.M.+ A.M (St. Patrick's) M.I. (St Cuthberts + Sacred Heart)	Aug-December	COP 2020 evaluation P7 /S1 links established through SCIAF joint working. Children feel supported through Playtimes and lunchtimes by peers or buddies.																															
4.4 Children understand the dignity of work and the rights of workers	<ul style="list-style-type: none">Parent workshopsIndustry visitsVocations weekCatholic Education Week	R.L. (St. Ninian's) MI, Sacred Heart + St. Cuthbert's) J.W (St. John's) T.McF (St. Patrick's)	Aug-June	Workshops are well attended Children have a greater awareness of 'Religious' and teaching as Vocations Children and parents have a greater understanding of the links between aptitudes and interests within the primary curriculum and subject choices leading to future careers.																															

	<ul style="list-style-type: none"> • Rights Respecting School • DYW 			
4.5 Option for the poor and vulnerable	<ul style="list-style-type: none"> • Breakfast club • Uniform bank • 'Donations' for school trips • Saint Vincent De Paul • Missio • God's Loving plan • PEF 	R.P (St. John's) with N. McN (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug - June	<p>Greater knowledge of families coming in to school in P1 and any barriers to their achievement.</p> <p>Daily breakfast club improving learner readiness and late coming</p> <p>Feedback from parents that families who require financial support given timely support or advice.</p>
4.6 Solidarity	<ul style="list-style-type: none"> • R.E. Lessons • SCIAF and Missio • Pupil Groups • Assemblies • Aid to the Church in Need • Laudato Si' 	R.P/JW/TR (St. John's) with J.McPeak (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug - June	<p>Increased involvement with Aid to the Church in Need both within school and within their own time.</p> <p>Reflected in the Pope Francis Faith Award.</p>
4.7 Care for God's creation – Laudato Si' pledge	<ul style="list-style-type: none"> • Further information from SCES when resources and advice are published. 	R.P/JW/TR (St. John's) with E.D (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug-June	Enrol for Laudato Si Schools

Appendix 1

Budget

Priority	Staffing costs	Resources/ other	Total
1. To improve attainment, particularly in literacy and numeracy;	Professional enquiry – resources for teachers, professional reading and courses to attend. Maths CLPL for all staff from Whiterose maths	Number Talk resources Taxis for Identified families Parent + Child workshops I-Pads/laptops for profiling	£ 15272 PEF funding
2. Improvement in children and young people's health and wellbeing	0.1 HWB Teacher	Boxall Profiles Residential Trips Afterschool clubs Nurture	
3. Improvement in employability skills and sustained, positive school-leaver destinations for all young people		DYW STEM resources	
4. Serving the Common Good		Retreats Diocesan events Transport	