

Closing the Poverty Related Attainment Gap Action Plan

What we intend to do:	How we will do it:
<p>Create school 'families' across the regional collaborative to support a systematic and rigorous approach to securing improvement through self-evaluation.</p>	<ul style="list-style-type: none"> • Use BGE toolkit to identify rural/small town/urban family groups • Produce data packs (school/family/nationally) to support analysis • Identify themes – similarities/questions • CLPL for SMT involved in data analysis
<p>Devise a programme of regional collaboration with a clear focus on improving outcomes for children and young people.</p>	<ul style="list-style-type: none"> • Calendar of events including 4 workstream events/activities • Agree relevant events and when/where to have them • Families to meet and collaborate 8th May event • Families create plan with common themes, etc • Promote visits for families throughout the session to discuss/showcase themes agreed • CLPL programme for HT/DHT/PT/CT/EYP/Support staff • Use additional in-service day for SWEIC event 19/20
<p>Identify expertise across the regional collaborative and target it to improve learning and teaching, raise attainment and narrow the poverty related attainment gap.</p>	<ul style="list-style-type: none"> • <i>LA information; SIVs; ES inspections; thematic reviews identify interesting practice</i> • Programmes and events <i>share interesting practice</i> • <i>Self Evaluation</i> information collected from May event
<p>Identify best practice in narrowing the attainment gap and share it across the regional collaborative to maximise opportunities for collaborative learning and working, to increase collective teacher efficacy and to generate measurable impact on children's learning.</p>	<ul style="list-style-type: none"> • Attendance project to establish most effective practice • Audit use of PEF - use of template questions • Identify impact of PEF spend – where/what is making a difference • Share processes eg monitoring learning and teaching - evidence of good practice • Identify effective research based interventions and share
<p>Provide a range of high quality professional learning activities to support narrowing the poverty related attainment gap.</p>	<ul style="list-style-type: none"> • Collaborative Maths group established • Audit need – as per rural heads • Education Scotland SWEIC team to lead and arrange focus groups after

	<p>events</p> <ul style="list-style-type: none"> • Calendar to include PT event in June
<p>Work with families and wider partnerships to improve outcomes for children and young people affected by poverty.</p>	<ul style="list-style-type: none"> • Use of national parental engagement survey data • Audit/discuss effective strategies/programmes in families and at SWEIC events • Good practice identified from Poverty Action plans/parental engagement strategies to establish • Audit 3rd sector partner working • Identify P7/S1 transition programme good practice • Investigate sustained positive destinations for most deprived
<p>Create innovative solutions to address issues relating to rural poverty by considering options becoming available eg Ayrshire Growth Deal, Borderlands Planning and in particular Connected Classrooms.</p>	<ul style="list-style-type: none"> • Rural heads meeting/event • Families of rural schools • Common themes established • Most effective practice identified • STEM event - Ayrshire Growth Deal • Engagement officer to establish what rural poverty looks like and effective practice in addressing it.