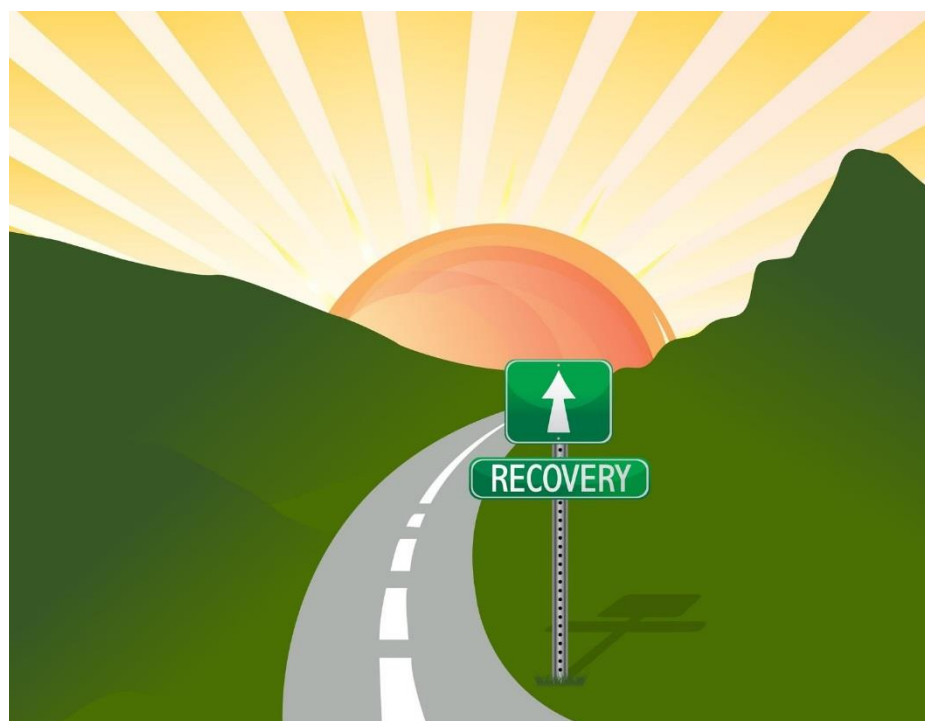




## South Lanarkshire Council

# Recovery School Improvement Planning August 2021



## Coalburn Primary School

## Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&amp;Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

2.2 Curriculum	Schools should:	This column to be filled in by school	This column to be filled in by school	This column to be filled in by school
<p><b>Theme 1: Rationale and design</b> Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p><b>Theme 2: Development of the curriculum</b> Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p><b>Theme 3: Learning pathways</b> The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all</p>	<ul style="list-style-type: none"> <li>Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21.</li> <li>Consider how cross curricular themes can support the delivery of different curricular areas.</li> <li>Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum.</li> <li>Ensure all curricular areas are being covered.</li> <li>Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (e.g.. Digital learning, IDL)</li> <li>Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors)</li> <li>Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session.</li> </ul>	<ul style="list-style-type: none"> <li>Build a Curriculum Rationale that meets the needs of the whole school. Following session 2019-2020 work on Vision, Values and Aims, revisit Curriculum Rationale in line with latest policy and current climate.</li> <li>Active Literacy approach in spelling and reading have improved outcomes for learners, we now need ot update our writing programme and approach. Consistency across the curriculum and all levels is essential.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil surveys at the start and end of school session.</li> <li>SWOT Analysis for parents</li> <li>PESTLE Analysis for staff</li> <li>Curriculum workshops for parents. Virtual to begin with.</li> <li>Talk for Writing training for all teaching staff.</li> <li>Preparation of new resources and sourcing quality materials to enhance program.</li> <li>Child friendly benchmarks for writing to be created</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of pupils report enjoyment in all aspects of the curriculum.</li> <li>Increase in parental engagement at curriculum workshops.</li> <li>Improved attendance (5%) from targeted group.</li> <li>Improved attainment in Writing with an increased number of pupils reaching expected CfE levels across all levels.</li> </ul>

<p>learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p><b>Theme 4: Skills for learning, life and work</b></p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> <li>Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)</li> <li>Consider the ways to further develop skills for learning, life and work through a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Literacy Award achieved. We now need to uplevel our parents' skills as homework will continue to be set digitally.</li> <li>Development of the unused land area behind the school. Engage families as volunteers, improve children's skills for learning, life and work. Developing the young workforce. Work with local bursinesses.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor needs of families with digital devices / mifi access</li> <li>Working party led by PT with Community Council Involvement.</li> <li>Timetable for all classes to be involved with the development of the land.</li> <li>Link with Shots Prison for woodwork (teacher link)</li> <li>BT engineer support from 'Barefoot Technologies'</li> </ul>	<ul style="list-style-type: none"> <li>All pupils continue to access Google Classroom from home</li> <li>Increased engagement from parents. Currently no male volunteers. Increase in dad's helping by 10%, engaging with learning experiences with their children.</li> <li>Focus on targeted families, parents who we know are at home all day. Current offer of volunteers from this group of parents is</li> </ul>
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			<ul style="list-style-type: none"><li>• Inform parents of the plans and what help is required via usual channels of communication.</li></ul>	<p>0%, we hope this will increase by 10%</p> <ul style="list-style-type: none"><li>• Improved outdoor learning area to enhance outdoor learning curriculum.</li><li>• Sensory / muscular / physical needs of children met through new resources in the outdoor area.</li></ul>
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<p><b>2.3 Learning, teaching and assessment</b></p> <p><b>Theme 1: Learning and engagement</b>          Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p><b>Theme 2: Quality of teaching</b>          We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>• Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching.</li> <li>• Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information.</li> <li>• Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice.</li> <li>• Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation.</li> <li>• Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (e.g.. LI/SCs, questioning, feedback...)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading schools – Silver Award. Further develop children's reading skills (in line with current active literacy approach), move on from the First Minister's Reading Challenge.</li> <li>• Improve writing experiences and outcomes. Ensure context to engage the young writers.</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting authors and librarians</li> <li>• Book borrow box across the school including staff</li> <li>• Outdoor reading sessions</li> <li>• Story Fairy puppetry</li> <li>• 'DEAR Time'</li> <li>• Paired reading sessions</li> <li>• Reading opportunity at breakfast club</li> <li>• Family reading challenge</li> <li>• Talk for Writing CPD for all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attainment data across all levels.</li> <li>• Improved enjoyment in reading</li> <li>• Improved attainment data across all levels.</li> </ul>
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<p><b>Theme 3: Effective use of assessment</b>                  We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p><b>Theme 4: Planning, tracking and monitoring</b>                  As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> <li>• Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session.</li> <li>• Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.</li> <li>• Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.</li> <li>• Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish targeted support groups primarily within literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments to be carried out in a timely manner, not to overwhelm the children.                         <ul style="list-style-type: none"> <li>○ PM Benchmarking</li> <li>○ PIM</li> <li>○ SWST</li> <li>○ SWRT</li> <li>○ NGRT</li> <li>○ PAT test</li> <li>○ Catch Up Numeracy</li> <li>○ Catch Up Literacy</li> <li>○ SNSA</li> <li>○ Dyslexia Checklist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meet the needs of all learners</li> <li>• Almost all parents engaged in their child's progressive learning steps</li> </ul>
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<p><b>3.2 Raising Attainment and Achievement</b></p> <p><b>Theme 1: Attainment in Literacy and Numeracy</b> Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p><b>Theme 2: Attainment over time</b> Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p><b>Theme 3: Overall quality of learners' achievements</b> Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p><b>Schools Should:</b></p> <ul style="list-style-type: none"> <li>• Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.</li> <li>• Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.</li> <li>• Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.</li> <li>• Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.</li> <li>• Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.</li> <li>• Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff link in with appropriate wider agencies. Utilising online resource support and CLPL meetings to meet needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work closely with SPLT, Ed Psych</li> <li>• Sensory classroom OT online support</li> <li>• Use of Clydesdale Specialist Support Team and new website. Direct teaching staff to this.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the needs of all learners</li> <li>• Improved attainment across the curriculum within all stages.</li> </ul>
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>			
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## Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p><b>Quality Indicator</b></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p><b>School Rationale</b></p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&amp;Q to complete this section.</p>	<p><b>Key Recovery Tasks (Action Plan)</b></p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p><b>Desired Outcomes and Measures</b></p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <p><b>Theme 1 Wellbeing</b></p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</li> <li>Provide opportunities for CLPL which allow staff to focus on individual and</li> </ul>	<p><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>Attachment Theory information session for parents. (SWAY, virtual, leaflet)</li> <li>Whole school approach to emotional wellbeing. (Emotions works)</li> </ul>	<p><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>Information leaflets and Screencastifies to be made up for parents and issued through the usual communication channels.</li> <li>Whole staff CPD on Emotions works. Emotions works to be rolled out</li> </ul>	<p><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>Attachment theory and practices will feature in the renewed Curriculum Rationale.</li> <li>Consistent approach from staff regarding HWB. All children in the school getting</li> </ul>

<p>high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p><b>Theme 2: Fulfilment of Statutory Duties</b></p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p><b>Theme 3: Inclusion &amp; Equality</b></p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> <li>Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>Have overt plans in place to support the wellbeing needs of staff and learners.</li> <li>Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.</li> <li>Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.</li> <li>Consult with all stakeholders to gain an understanding of need based on experience during lockdown.</li> <li>Consider the universal Rights of the Child and where the work of the school could be influenced by it.</li> </ul>	<ul style="list-style-type: none"> <li>Formal Tracking and Monitoring of HWB experiences and outcomes.</li> <li>Formal tracking of behavioural support needs put in place for teaching staff and SMT.</li> </ul>	<p>throughout the whole school. Consistent approach from staff within the classroom, playground, lunch hall etc.</p> <ul style="list-style-type: none"> <li>Virtual drop in sessions / workshops for parents around sharing strategies for meditation and mindfulness. Link with Healthy Valleys and Community Council</li> <li>Rate children against the Leuven scale at the start and end of the school year. Teacher professional judgement and conversations with SMT required.</li> <li>Updated tracking system required for behaviour and attendance records. Accessible for all teaching staff to input data.</li> </ul>	<p>the same message and support materials consistent.</p> <ul style="list-style-type: none"> <li>Improved results from the Leuven Scale. Almost all children should be within 4 and 5 of the scale by the end of the school session.</li> <li>Decrease in telephone conversations with parents regarding behavioural issues at home.</li> <li>Improved attendance</li> </ul>
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<p>marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"><li>• Identify opportunities to celebrate diversity.</li></ul>	<ul style="list-style-type: none"><li>• Reintroduce active after school clubs for children</li></ul>	<ul style="list-style-type: none"><li>• Engage with Active Schools co-ordinator to establish links with local coaches.</li><li>• Speak with Parent Council to secure funding for these clubs to ensure equity for all.</li></ul>	<ul style="list-style-type: none"><li>• High uptake of all after school clubs.</li><li>• Encourage FME pupils to participate. All FME families should engage in at least 1 extracurricular activity before the end of the school year.</li></ul>
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## Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

### Closing the Poverty-related Attainment Gap

<p><b>3.1 Ensuring, wellbeing, equality and inclusion</b></p> <p><b>Theme 3: Inclusion and Equality</b></p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p><b>Schools should:</b></p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> <li>- Learners' wellbeing (Boxall profile, observations, wellbeing indicators)</li> </ul>	<p style="color: red;"><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>• There is a visible change in our children's behaviours and emotional states. Some children are currently struggling to concentrate and focus in class. Tracking of</li> </ul>	<p style="color: red;"><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>• Emotions work programme of study. Whole staff CPD in line with this.</li> <li>• Class charters and pupils committees</li> </ul>	<p style="color: red;"><b>This column to be filled in by school</b></p> <ul style="list-style-type: none"> <li>• All children will have an opportunity to have their voice heard.</li> </ul>
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<p><b>3.2 Raising Attainment and Achievement</b>  <b>Theme 4: Equity for all learners</b></p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p><b>1.3 Leadership of Change</b>  <b>Theme 3: Implementing Improvement and Change</b></p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p><b>1.5 Management of Resources to Promote Equity</b></p> <p><b>Theme 1: Management of finance for learning</b></p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase</p>	<ul style="list-style-type: none"> <li>- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)</li> <li>- Attendance and Punctuality (in-school at hubs)</li> <li>- Engagement (Leuven scale, observational data)</li> <li>- Participation (remote learning participation data)</li> </ul> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting.</li> <li>• Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.</li> </ul> <ul style="list-style-type: none"> <li>• Ensure sound financial management of all sources of funding</li> </ul>	<p>engagement using of Leuven scale required.</p> <ul style="list-style-type: none"> <li>• Incorporate PEF tracking into whole school tracking and monitoring sheets. Teachers need to know who the targeted children are.</li> <li>• Rigorous system in place to highlight and track progress of PEF children.</li> <li>• Gap analysis discussions to be incorporated into tracking and monitoring meetings (Quality Assurance Calendar).</li> </ul> <ul style="list-style-type: none"> <li>• PEF budget used to employee 1 FTE SSA. This will allow for every class to have an assigned SSA to support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff are made aware of who the FME children are in their class. Tracking and monitoring sheets highlight these children.</li> </ul> <ul style="list-style-type: none"> <li>• Timetable in place for SSA</li> <li>• SSA know which children to target / support</li> <li>• Training for SSA:             <ul style="list-style-type: none"> <li>○ 5 min box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Targeted children will be specifically highlighted in all planned assessment.</li> </ul> <ul style="list-style-type: none"> <li>• Improved outcomes for learners across the curriculum</li> <li>• Unified approach from teaching staff and SSA.</li> </ul>
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<p>attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p><b>2.4 Personalised Support</b> <b>Theme 2: Targeted Support</b></p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p><b>Theme 3: Removal of barriers to learning</b></p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> <li>• Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches.</li> <li>• Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</li> <li>• Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Support targeted families in up taking opportunities presented to them (e.g. breakfast club)</li> <li>• Consider what support families require re supporting children with learning at home.</li> <li>• Continue providing each learner with their own resource pack at the start of the school session for in school</li> <li>• Homework club - Targeted children invited along to the club.</li> </ul>	<ul style="list-style-type: none"> <li>○ PAT</li> <li>○ PM</li> <li>○ Benchmarking</li> <li>○ Catch Up</li> </ul> <ul style="list-style-type: none"> <li>• Contact non engaging families (via phone, not email or Google Form) and identify support</li> <li>• Audit of family support required at home</li> <li>• Families told not to provide stationary and pencil cases for children in school.</li> <li>• Supported study (PEF) money used to staff this club.</li> <li>• Board games used to help with turn taking, concentration, problem solving, group work etc., but more importantly as a reward for participating and</li> </ul>	<ul style="list-style-type: none"> <li>• Most targeted families will engage in opportunities provided</li> <li>• All families will have the resources to support homework</li> <li>• All children have the same resource.</li> <li>• Resource packs to be made up for all families requiring resources at home to support learning.</li> <li>• Most children complete tasks set for after school to enhance their learning in school.</li> </ul>
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			completing homework.	
<b>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</b>				
Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.				
<p><b>2.5 Family Learning</b>  <b>Theme 2: Early Intervention and Prevention</b></p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a> and other relevant reading.</li> <li>• Revisit their CoSD Position Statement in relation to:                             <ul style="list-style-type: none"> <li>- Getting dressed for school</li> <li>- Fun events</li> <li>- Eating at school</li> <li>- School trips</li> <li>- Learning at school</li> <li>- Travelling to school</li> <li>- Attitudes</li> <li>- School clubs</li> <li>- Travelling to school</li> <li>- Home-learning</li> </ul> </li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with parents and pupils regarding 5% participatory budget.</li> </ul> <p style="background-color: yellow; padding: 5px;"><b>NB – Following consultation process, this part of SIP will be revisited and filled in properly</b></p>	<ul style="list-style-type: none"> <li>• PB Stakeholder group to be set up in term 1.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders will have a voice regarding PB budget spend.</li> </ul>