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**South Lanarkshire Council**

**Recovery School Improvement Planning August 2021**



**Neilsland Primary School and Nursery Class**

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| **Improvement Priority 1 - Continuity of Learning** | | | | | | |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   3.2 Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  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. | **School Rationale**  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. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Who is Responsible?** | **Timescale** | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured. |
| **2.2 Curriculum**  **Theme 1: Rationale and design**  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.  There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.  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.  Our creative and innovative approaches to curriculum design support positive outcomes for learners.  **Theme 2: Development of the curriculum**  Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.  **Theme 3: Learning pathways**  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 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.  We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.  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.  **Theme 4: Skills for learning, life and work**  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.  We emphasise enterprise and creativity across all areas of learning. | **Schools should:**   * 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. * Consider how cross curricular themes can support the delivery of different curricular areas. * Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. * Ensure all curricular areas are being covered. * Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) * 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) * Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over the last session. * Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) * Consider the ways to further develop skills for learning, life and work through a variety of contexts. | Analysis of reading standardised assessment data from 2020-2021 39 pupils who are behind their expected age range, with 16 pupils significantly (>1.5 yrs) behind their expected age range particularly those in P4-7.  The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture.  The Reading Schools programme will offer a coherent structure for all of our reading initiatives and activities.  Engagement data shows that 14 pupils score lower than 3 when undertaking learning in reading.  Pupil dialogues have shown that a number of children do not have access to reading materials at home.  Consultation with stakeholders has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.  Analysis of writing data from 2020-2021 highlights 44 pupils who are behind their expected age range, with 13 pupils who are significantly behind their expected level (> 1 year, particularly from P4-P7. It is hoped that development of children’s reading skills will also have a positive impact on writing skills through increased vocabulary and exposure to texts. | Reading Schools  Sign up via Reading Schools website to register.  Complete self-evaluation level quiz.  Share information on the structure and focus of Reading Schools with all stakeholders.  Participate in Reading Schools webinar  CLPL requirements and opportunities will be identified.  Establish Reading Schools Leadership group.  Develop and submit Reading Schools Reading for Pleasure Action Plan.  Share Reading Schools Action Plan with all stakeholders.  Identify resources required to embed Reading for Pleasure into school curriculum, including school library development (children and adults).  Train children as ‘Paired Readers’  Identify the role of Reading Ambassadors and encourage children to apply for this role.  Arrange class visits to Fairhill Library.  Create a timetable for the school library.  Consult with pupils regarding the requisition of texts.  Pupils will share their reading experiences and promote texts.  Create a mobile playground library.  Establish a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies.  Create own story books in classes as part of Writing lessons and read aloud to another class.  Integrate Reading Schools Action Plan into forward planning.  Identify opportunities to work collaboratively with other schools within the Learning Community on book themed activities which will support the transition process.  Organise activities to increase parental engagement with pupils reading for pleasure.  Establish a range clubs to promote reading for pleasure.  Collect evidence to submit towards accreditation.  Complete PM Benchmarking, NGRT, Salford and Burt reading assessments.  Engagement and attainment data to be measured termly.  Writing  Audit existing resources and pedagogy for writing using SWOT analysis.  Working group established.  Agree on structure for an effective writing lesson.  Develop learning and teaching strategies in writing.  Create progression pathway for genre development across stages and levels, ensuring breadth and depth.  Agree on approaches to raise attainment ie.  -teaching of skills  -opportunities to practise  -frequency of opportunity to engage in writing across the curriculum  -using Aifl to promote self/peer/teacher assessment  -using feedback to identify next steps and improve  -identify links to IDL  Identify CLPL needs and appropriate professional learning literacy activities for staff.  Revisit writing benchmarks. | **Reading Schools**  Literacy Co-ordinator  Literacy Co-ordinator  Literacy Co-ordinator  All staff  All children  All parents  All staff  All staff  Literacy Co-ordinator  Identified staff  Pupils from each class  Parent volunteers  Literacy Co-ordinator  RS Leadership group  All stakeholders  All stakeholders  P7 children  P7 staff  Library Lead  P6 staff  P6 children  All children  All staff  All parents  Library Lead  Reading Ambassadors  All pupils  All pupils  All pupils  Library Lead  Reading Ambassadors  All pupils  SSAs  SLT  Literacy Co-ordinator  RS Leadership group  All pupils  All staff  All staff  RS Leadership group  P7 staff  All staff  All children  All parents  RS Leadership group  Literacy Co-ordinator  RS Leadership group  Reading Ambassadors  Library Lead  All staff  All pupils  All parents  RS Leadership group  Literacy Co-ordinator  All staff  All pupils  All staff  All staff  Working group lead  Identified teaching staff  Working group  Literacy Co-ordinator and SLT  All teaching staff | **Reading Schools**  June 2021  June 2021  August 2021  August 2021  August/Sept 2021  Sept 2021  Oct 2021  Oct 2021  Ongoing throughout the session  August 2021 and ongoing throughout session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  August and ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  May/June 2022  Termly  August 2021  August 2021  September 2021 and ongoing throughout the session | **Reading Schools**  **Outcome:**  By June 2022, there will be a 5% decrease in the number of children whose reading age is >1.5 years below their chronological age.  By June 2022, the number of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will increase by at least 10%.  By June 2022, attainment in reading will increase by at least 5% across P4-7.  **Measure:**  Children’s reading age will be assessed twice over the course of the year.  Leuven Scale of Engagement will be completed termly by class teachers.  Attainment data will be monitored in October, January and April.  **Outcomes:**  By June 2022, attainment in writing will increase by 5% at P4-7.  Teacher confidence across all stages will improve.  **Measure:**  4 sample pieces of children’s writing will be assessed and moderated against P4-7 progression pathways.  Attainment data will be measured in October/January/April.  Leuven Scale of Engagement will be completed termly by class teachers.  Ongoing pupil dialogues and classroom visits. |
| **2.3 Learning, teaching and assessment**  **Theme 1: Learning and engagement**  Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.  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.  **Theme 2: Quality of teaching**  We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.  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.  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.  **Theme 3: Effective use of assessment**  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.  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.  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.  **Theme 4: Planning, tracking and monitoring**  As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas. | **Schools should:**   * Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. * Ensure learners’ experiences include appropriate levels of challenge and support, linked to current assessment information. * Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. * Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. * 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. (eg. LI/SCs, questioning, feedback...) * 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. * Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. * Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. * 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. |  |  |  |  |  |
| **3.2 Raising Attainment and Achievement**  **Theme 1: Attainment in Literacy and Numeracy**  Raise attainment in literacy and numeracy for all learners  Learners make very good progress from their prior levels of attainment in literacy and numeracy.  **Theme 2: Attainment over time**  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.  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.  **Theme 3: Overall quality of learners’ achievements**  Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.  They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.  As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements. | **Schools Should:**   * 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. * Provide opportunities for CLPL which supports staff to respond confidently to learners’ needs, intervening timeously. * Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. * 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. * Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. * 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 and, where necessary, reignite learner responsibility for their learning and achievement. |  |  |  |  |  |

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| **Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | | | | | | | | |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **Recovery Priority**  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. | **School Rationale**  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. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Who is Responsible?** | **Timescale** | | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured. | |
| **3.1 Ensuring wellbeing, equality and inclusion**  **Theme 1 Wellbeing**  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.  Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.  We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.  All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.  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.  All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.  We consider each child and young person as an individual with his/her own needs, risks and rights.  We ensure children and young people are active participants in discussions and decisions which may affect their lives.  **Theme 2: Fulfilment of Statutory Duties**  We comply and actively engage with statutory requirements and codes of practice.  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.  **Theme 3: Inclusion & Equality**  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.  Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.  We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | **Schools should:**   * Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. * 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.      * Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. * Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. * Have overt plans in place to support the wellbeing needs of staff and learners. * Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. * Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.      * Consult with all stakeholders togain an understanding of need based on experience during lockdown. * Consider the universal Rights of the Child and where the work of the school could be influenced by it. * Identify opportunities to celebrate diversity. | Support staff report that most children rely on adults to solve any playground incidents.  An increasing number of children show behaviours associated with insecure attachment. | Identify Attachment Lead and Attachment Ambassador.  Implement SLC’s Attachment Strategy across the establishment.  Share key pledges of SLC’s Attachment Strategy with children and parents.  Raise staff awareness of Adverse Childhood Experiences (ACEs)  Provide opportunities for participation in extra curricular activities, including family learning experiences.  Introduce Peer Mediators | All staff  Attachment Lead & Ambassador  All staff  Attachment Lead & Ambassador  All staff  All pupils  All parents  Educational Psychologist  All staff  SLT  HWB Co-ordinator/Equity Lead  All staff  All children  All parents  Peer Mediators  All pupils | | August 2021  Ongoing throughout the session  September 2021 and ongoing throughout the session  October 2021  Ongoing throughout the session  September 2021 | | **Outcome:**  Attachment-informed practice will be evident throughout the school.  At least 75% of pupils will attend at least one extra curricular club in academic session 2021-2022 which will result in increased attendance, punctuality, engagement and readiness to learn.  There will be a reduction in playground related incidents requiring staff intervention.  **Measure:**  Classroom observations and peer visits.  Participation data will be monitored termly.  Attendance/Punctuality data will be monitored fortnightly.  Number of playground incidents will be monitored monthly. |

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| **Improvement Priority 3 - Planning for Equity** | | | | | | |
| **Quality Indicator**  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 | **Recovery Priority**  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. | **School Rationale**  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. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Who is Responsible?** | **Timescale** | **Desired Outcomes and Measures**  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** | | | | | | |
|  |  | **Health and Wellbeing**  Boxall Profiles of identified pupils show both diagnostic and developmental strands are not within expected levels for identified pupils.  Leuven engagement data shows that 13 pupils, 12% of targeted pupils are scoring 2 or less for most curricular areas. | **Health and Wellbeing**  Introduce Glasgow Wellbeing Assessment (GWA) to staff.  Complete Boxall Profiles for all children who are shown to have significant HWB barriers to identify appropriate interventions, including nurture.  Class teachers will also use Boxall Profile findings to plan interventions within their own class to target the wellbeing of specific children.  Revise the Principles of Nurture with all staff and children.  Share the Principles of Nurture with all stakeholders.  Nurture groups will run twice weekly for identified children. | **Health and Wellbeing**  HWB Coordinator  All staff  Teaching staff  Teaching staff  Nurture-trained staff  All staff  All children  Nurture-trained staff  All staff  All children  All pupils  Nurture-trained staff  Identified pupils | **Health and Wellbeing**  August 2021  August/September 2021  September 2021 and ongoing throughout the session.  September 2021  September 2021 then ongoing throughout the session | **Health and Wellbeing**  **Outcome:**  By June 2022, there will be a 25% reduction in the number of children in SIMD 1/2/FME with significant HWB barriers recognised via the Glasgow Wellbeing Assessment.  Nurturing Principles will be evident across the whole school beyond Nurture Groups.  By June 2022, all SIMD 1/2/FME pupils targeted for Nurture intervention will have improved wellbeing and their barriers to learning will have reduced.  By June 2022, for all SIMD 1/2/FME pupils targeted engagement levels will increase.  **Measure:**  Glasgow Wellbeing Assessment will be completed in August and January.  Boxall Profiles will be completed biannually August and February.  Leuven Scale of Engagement will be completed every term. |
| **3.1 Ensuring, wellbeing, equality and inclusion**  **Theme 3: Inclusion and Equality**  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.  **3.2 Raising Attainment and Achievement**  **Theme 4: Equity for all learners**  We have effective systems in place to promote equity of success and achievement for all our children and young people.  We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.  **1.3 Leadership of Change**  **Theme 3: Implementing Improvement and Change**  Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.  **1.5 Management of Resources to Promote Equity**  **Theme 1: Management of finance for learning**  We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.  Financial expenditure is carefully planned to improve the quality of learning and teaching and increase 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.  **2.4 Personalised Support**  **Theme 2: Targeted Support**  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.  Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.  **Theme 3: Removal of barriers to learning**  Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.  Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. | **Schools should:**  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:   * Learners’ wellbeing (Boxall profile, observations, wellbeing indicators) * Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) * Attendance and Punctuality (in-school at hubs) * Engagement (Leuven scale, observational data) * Participation (remote learning participation data) * 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. * 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. * Ensure sound financial management of all sources of funding * Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. * 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. * Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. | Punctuality data from May 2021 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and punctuality encouraged.  18% of pupils (19) from targeted group (SIMD 1-2 plus FME) have had 10 or more latecomings over the course of the session 2020-2021.  **Numeracy:**  Analysis of MaLT and Highland Numeracy standardised assessment has identified a number of pupils moving into in P2 (5), P3 (6), P4 (11), P5 (7), P6 (7) and P7 (8) who are a year behind their expected age range. Leuven engagement data shows 10 (23%) of these identified pupils score 2 or fewer when undertaking learning in numeracy.  44% of targeted children are not on track in terms of expected CfE Levels for Numeracy  There are 87 children within targeted group from P2 -P7 – 38 (44%) are not on track  **Literacy**  Analysis of standardised assessments has identified a number of pupils moving into in P2 (6), P3 (4), P4 (7) P5 (7), P6 (6) and P7 (7) who are between a year and a year and a half behind their expected age range.  There are 87 children within targeted group from P2 -P7 – 37 (43%) are not on track  Leuven Scale of Engagement data shows 6 (16%) of these identified pupils score 2 or fewer when undertaking learning in Reading. | **Punctuality:**  Baseline figures noted for each pupil.  Punctuality figures will be monitored fortnightly by equity lead– any patterns of lateness will be identified. Parents/carers and pupils will be notified when improvements in punctuality take place to encourage more of this – good news story home.    Questionnaire/dialogue undertaken by Equity Lead with identified pupils in September to understand what specific barriers are.  Equity lead will engage with identified families to help improve punctuality.  Equity Lead will liaise with CT to ensure curriculum is relevant, challenging and appropriate for identified pupils.  Equity Lead will deliver CAT session in September on how CTs can encourage punctuality in their class through fostering effective relationships.  **Numeracy:**  PEF teacher will release CT to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible.  CT will provide an 8-week learning block after-school for identified pupils and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home  Numeracy 5-Minute Box will be introduced to 11 targeted children in P2 and P3 who are not on track to achieve.  Maths Recovery will be implemented with 33 targeted children from P4-P7 who are not on track to achieve.  **Literacy**  PEF teacher will release class teacher to work with identified pupils in small groups and/or one-to-one twice per week. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible.  Phonological awareness and blending intervention will be introduced to P2 (6) and P3 (4).  Literacy 5-Minute Box will be introduced to P4 (7) and P5 (7) targeted children who are not on track to achieve.  Paired reading and reading/spelling interventions will be introduced to P6 (6 pupils) and P7 (7 pupils) targeted children who are not on track to achieve.  New texts will be purchased, which will engage these pupils in reading. Pupils will visit the in-school library each week to ensure they have appropriate texts at home to read for enjoyment. This will help to support writing. | **Punctuality**  Equity Lead  Equity Lead  Equity Lead  Equity Lead  Equity Lead  All teachers  **Numeracy**  PEF teacher  Class teachers  PEF teacher  PEF SSA  PEF SSA  Maths Recovery Teacher  **Literacy**  PEF teacher  Class teachers  PEF teacher  PEF SSA  PEF SSA  Literacy Co-ordinator  Class teachers | **Punctuality**  June 2021  Ongoing throughout the session  Ongoing throughout the session  September 2021  Ongoing throughout the session  **Numeracy**  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  **Literacy**  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session  Ongoing throughout the session | **Punctuality**  **Outcome:**  Punctuality figures for targeted group will improve by June 2022:  % of targeted pupils with 10 or more latecomings over the course of the session will reduce by 25%  **Measure:**  Punctuality figures for targeted pupils will be monitored weekly  **Numeracy**  **Outcome:**  By June 2022, P2 (2 pupils) P3 (2 pupils), P4 (5 pupils), P5 (2 pupils) P6 (1 pupil) & P7 (3 pupils) will be within their expected age-range for Numeracy and Mathematics.  By June 2022, the majority of children engaging in Maths Recovery will have a numeracy age of within 6 months of their chronological age.  By June 2022, the majority of children engaging in the Numeracy 5-Minute Box will have a numeracy age of within 6 months of their chronological age.  By June 2022, all identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.  **Measure:**  MALT in June 2021 is baseline. Further assessment in December 2021 and SNSA for P4 and P7 pupils in May 2022.  Numeracy 5-Minute Box assessments  Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.  Leuven Scale of Engagement completed every term  **Literacy**  **Outcome:**  By June 2022, P2 (3 pupils), P3 (1 pupil), P4 (2 pupils), P5 (3 pupils) P6 (1 pupil) & P7 (2 pupils) will be within their expected age-range for Reading  By June 2022, most children engaging in the phonological awareness and blending intervention will have a reading age of within 6 months of their chronological age.  By June 2022, the majority of children engaging in the Literacy 5-Minute Box will have a reading age of within 6 months of their chronological age.  By June 2022, the majority of children engaging in paired reading and reading/spelling interventions will have a reading age of within 6 months of their chronological age  By June 2022, all identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading  **Measure:**  Ongoing PM Benchmarking  NGRT assessments in October and May.  Burt and Salford Assessments May/Dec  5-Minute Box assessments  Ongoing Active Literacy assessments  Ongoing class based reading and spelling assessments.  Leuven Scale of Engagement completed every term |
| **Being a poverty-aware school and reducing/mitigating the Cost of the School Day**  **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.** | | | | | | |
| **2.5 Family Learning**  **Theme 2: Early Intervention and Prevention**  Our staff are aware of the factors causing child poverty within our community.  We work with parents and other agencies to help parents minimise the effect of poverty on our children.  Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. | **Schools should:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) and other relevant reading. * Revisit their CoSD Position Statement in relation to: * Getting dressed for school * Fun events * Eating at school * School trips * Learning at school * Travelling to school * Attitudes * School clubs * Travelling to school * Home-learning * Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. * 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. | **Cost of the School**  **Day**  During lockdown, an average of 75% of pupils posted up work on Google Classroom. This comprised 73.4% of targeted pupils.  Of our 87 targeted children from P2-P7, 57 children (66%) regularly complete homework | **Cost of the School Day**  Physical resources will be sent home with each targeted child to support home learning.  Individual learner conversations will take place with each identified pupil to find out what equipment they require, e.g. texts, IT, stationery, etc.  Introduce a homework club twice weekly (before school/lunchtime) for identified children to enhance engagement in home learning activities.  Sensitively liaise with parents/carers to discuss issues and a lending library of IT resources will be procured for these pupils to be utilised at home, to enable them to engage in home learning activities. | **Cost of the School Day**  Equity Lead  Targeted pupils  Equity Lead  Identified pupils  Equity Lead  Identified pupils  Identified parents  Equity Lead  Identified staff  Identified pupils | **Cost of the School Day**  August 2021  August/September 2021  Ongoing throughout the session  Ongoing throughout the session | **Cost of the School Day**  **Outcome:**  By October 2021, all identified pupils will have the necessary equipment at home to enable them to undertake learning at home.  Most identified pupils will be engaging in home learning by March 2022.  At least 50% (15) of identified pupils will show improvements in attainment as a result of this.  **Measure:**  Home learning participation data monitored termly.  Pupils attending homework support club will be monitored weekly.  Attainment data will be monitored in October, January and April. |