

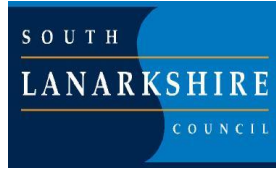
**Education Resources  
Curriculum and Quality Improvement Service**

## **Elizabeth's Primary and Nursery School**

**Improvement Plan for School**

**2019 – 2020**





**Education Resources  
Curriculum and Quality Improvement Service**

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# Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Sessions: 2019/20 (1) 2020/21 (2) 2021/22 (3)

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes	
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement 1</li> <li>1.2 Leadership for learning 1</li> <li>1.3 Leadership of change 2</li> <li>1.4 Leadership and management of staff 1</li> <li>1.5 Management of resources to promote equity 2</li> <li>2.1 Safeguarding and child protection 2</li> <li>2.2 Curriculum 2</li> <li>2.3 Learning teaching and assessment 1, 2, 3</li> <li>2.4 Personalised support 1</li> <li>2.5 Family learning 1</li> <li>2.6 Transitions 3</li> <li>2.7 Partnership 1</li> <li>3.1 Ensuring wellbeing, equality and inclusion 1, 2, 3</li> <li>3.2 Raising attainment and achievement/Securing children's progress 1</li> <li>3.3 Increasing creativity and employability/developing creativity and skills for life and learning 3</li> </ul>	<ul style="list-style-type: none"> <li>Transforming Learning and Teaching</li> <li>Implementing Curriculum for Excellence</li> <li>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</li> <li>Skills for Learning, Life and Work</li> <li>Professional Learning</li> <li>Leadership (Change and Improvement)</li> </ul>	
	Strategic Priorities 3 Year Cycle		
	2019/20 Writing and Numeracy attainment Personalised Support	2020/21 Curriculum Learning, Teaching and Assessment	2021/22 Learning, Teaching and Assessment Family Learning
	(1.1, 1.2, 1.4, 2.3, 2.4, 3.1, 3.2)	(1.3, 1.5, 2.1, 2.2, 2.3, 3.1)	(2.5, 2.6, 2.7, 3.1, 3.3)



## Strategic Improvement Planning for St Elizabeth's: Overview of Links to Key Policies for Session: 2019/2020

<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<p><b>Collaboration and consultation</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Who?</th> <th style="text-align: center;">When?</th> <th style="text-align: center;">How?</th> </tr> </thead> <tbody> <tr> <td>*Children *Staff *Parents *Families *Partners</td> <td>*Termly *Planned CAT Nights and during IN-Service Days *Weekly assemblies</td> <td>*Discussions *Focus Group *Observations *Consultations *Feedback</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Who?	When?	How?	*Children *Staff *Parents *Families *Partners	*Termly *Planned CAT Nights and during IN-Service Days *Weekly assemblies	*Discussions *Focus Group *Observations *Consultations *Feedback						
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<p><b>National Improvement Framework Key Drivers</b></p>	<p><b>HGIOS 4 and Early Learning and Childcare Indicators</b></p>	<p><b>SLC Education Resources Themes</b></p>												
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>												

## Action Plan for St Elizabeth's Primary School for Session 2019/2020

### Strategic Priority 1: Teaching & Learning – Improve Attainment in Writing and Numeracy

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>● Improvement in attainment, particularly in literacy and numeracy;</li> <li>● Closing the attainment gap between the most and least disadvantaged children;</li> <li>● Improvement in children and young people's health and wellbeing; and</li> <li>● Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>● School leadership</li> <li>● Teacher professionalism</li> <li>● Parental engagement</li> <li>● Assessment of children's progress</li> <li>● School improvement</li> <li>● Performance information</li> </ul>	<ul style="list-style-type: none"> <li>● 1.1 Self Evaluation for self-improvement</li> <li>● 1.2 Leadership for learning</li> <li>● 1.3 Leadership of change</li> <li>● 1.4 Leadership and management of staff</li> <li>● 1.5 Management of resources to promote equity</li> <li>● 2.1 Safeguarding and child protection</li> <li>● 2.2 Curriculum</li> <li>● 2.3 Learning teaching and assessment</li> <li>● 2.4 Personalised support</li> <li>● 2.5 Family learning</li> <li>● 2.6 Transitions</li> <li>● 2.7 Partnership</li> <li>● 3.1 Ensuring wellbeing, equality and inclusion</li> <li>● 3.2 Raising attainment and achievement/Securing children's progress</li> <li>● 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Timescale	*Lead Personnel	*Comments
<p><b>Develop staff capacity and skill in writing approaches</b>            1. Staff to become familiar with the principles and approaches to PM writing and begin to implement this approach within classes. (Aug to Nov 2019)</p>	<p>*Review of Writing Materials and Teaching resources to take place during Inset Day 2.            *CAT nights between Sept and Nov to be devoted to developing staff awareness and confidence further.</p>	<p>* *Literacy Co-Ordinator (Mrs Wilson) to be main driver, supported by SMT (Miss MacPhee and Mrs Campbell).            *Teaching staff to work in stage partners to moderate materials and approaches.</p>	
<p><b>Embed high quality writing experiences</b>            1. Revisit previously agreed structures for consistency of lessons and begin to ensure these are embedded across the school. (Inset Day 1)            2. Ensure agreed checklists are displayed in all classrooms and learning areas to help support learning and teaching. (August 2019)            3. Develop and embed use of LI and SC across all classes in teaching and learning. (August 2019)            4. Moderation of writing approaches and contexts for writing to take place between stage partners and across levels. (Oct-Mar 2020)            5. Pupil Self Evaluation of writing approaches and achievement to be undertaken termly, develop familiarization with relevant QI's from HGIOURS            6. Family learning – approaches to writing to be shared with families through Writing Information Sessions, classroom visits, parents evenings, social media platforms and work being sent home through Writing Journals, etc. Our focus is to develop and embed information sharing strategies to help ensure consistency of approaches between home and school.</p>	<p>1. Revisit agreed structures during Inset Day 1.            2. Aug – Oct 2019            3. Aug-Oct 2019            4. Oct - Mar 2020            5. Oct - Mar 2020            6. Sept – June 2020</p>	<p>*PT (Mrs Campbell) has been main driver for this area of work initially and will continue to drive this forward. SMT to support the development of this during the session.            4. All staff to be involved in moderation of writing.            5. HT and PT to lead the development of Pupil Focus Groups focusing on writing.            6. SMT to lead information sharing sessions for parents. Parental Views to be sought throughout the session. Parent Focus Group to be created.</p>	

<p><b>Effective use of assessment data for writing and numeracy</b></p> <p>1. Termly monitoring of attainment in writing and numeracy</p> <p>2. Termly monitoring of target children and ASN children in order to ensure effective support</p> <p>3. Increase attainment in writing in P4 by at least 10% and in P5 to P7 by 15%</p> <p>4. Review of and implementation of Third Level E's and O's for high attaining children in P7.</p> <p>5. Increase attainment in numeracy in all stages by at least 10%</p>	<p>1. *Aug- Oct 19 *Oct- Dec 19 *Jan – Mar 20 *Apr – Jun 20</p> <p>3. May-June 2020</p> <p>4. Jan-Jun 2020</p> <p>5. May-June 2020</p> <p>6.</p>	<p>*Numeracy Co-Ordinators – Mrs Campbell and Miss Brand *Literacy Co-Ordinator – Mrs Wilson *HT – Miss MacPhee *Teaching staff *Support Staff *SfL teacher</p>	
<p><b>Quality of Teaching in Numeracy and Maths</b></p> <p>1. Review and evaluate the impact of Number Talks across the school</p> <p>2. Review attainment data for Session 2018/19 to identify areas needing particular focus.</p> <p>3. Identify and review impact of Digital Technologies on numeracy skills development</p> <p>4. Revisit key strategies for promoting mental maths across all stages. (Peter Patilla, Jo Boland)</p> <p>5. Pupil evaluation of mental maths and key numeracy skills to be undertaken termly, develop familiarization with relevant QI's from HGIOURS.</p> <p>6. Parental workshops and information sessions to be offered termly to help with the sharing of strategies.</p>	<p>1. Inset Day 1 (Aug 2019)</p> <p>2. Inset Day 1 (Aug 2019)</p> <p>3. Inset Day in November to be used as focus for numeracy and to allow staff to work together collegiately to plan a Numeracy Context for Learning.</p> <p>4. CAT nights between Jan and Mar to be devoted to focusing on mental maths moderation and development.</p> <p>5 and 6. *Aug- Oct 19 *Oct- Dec 19 *Jan – Mar 20 *Apr – Jun 2020</p>	<p>*Numeracy Co-Ordinators – Mrs Campbell and Miss Brand *SMT – Miss MacPhee and Mrs Wilson *Teaching staff *Support Staff *SfL teacher</p>	



**Action Plan for St Elizabeth's Primary School for Session 2019/2020**  
**Strategic Priority 2: Further develop personalized support across the school**

<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
<b>National Improvement Framework Key Drivers</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ul>		<b>HGIOS 4 and Early Learning and Childcare Indicators</b> <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	
		<b>SLC Education Resources Themes</b> <ul style="list-style-type: none"> <li>Transform Learning and Teaching/Implement CfE</li> <li>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</li> <li>Skills for Learning, Life and Work</li> <li>Professional Learning</li> <li>Leadership (Change and Improvement)</li> </ul>	
<b>Key Actions (How)</b>		<b>*Timescale</b>	
<b>Ensuring Wellbeing, Equality and Inclusion</b> 1.All staff to be introduced to Emotion Works (Inset Day 1) 2. Children to be introduced to Emotion Works Cogs each weekly assembly during first term 3. Emotion Works Cogs to be revisited during CAT nights (Sept to Oct)		1.Aug 2019 2.Aug-Oct 2019 3.Sept – Oct 2019	
		<b>*Lead Personnel</b>	
		1. Class Teacher, Mrs McRoberts is leading the implementation of Emotion Works across the school 2. Mrs McRoberts, Mrs Wilson, Mrs Campbell, Miss MacPhee will be developing the approaches	
		<b>*Comments</b>	

<p>4. Parental Workshop to be held to introduce parents and families to Emotion Works. These will be ongoing throughout the session and shared with Parent Council.</p> <p>5. Focus group of children to be identified as Emotion Works Ambassadors from P6 and P7 (Aug 2019)</p> <p>6. Weekly input of Emotion Works to be embedded in all classes from October onwards. CCC teachers to pick up aspects of this work and work collaboratively with class teachers in all stages.</p> <p>7. Termly evaluations and assessments to be undertaken and sent between home and school in order to help triangulate information sharing and build fuller picture of individual children.</p> <p>8. Worry Workshops, Mini Pals, Sensory Room support to continue with targeted children. Impact on attainment to be monitored closely.</p> <p>9. HWB planning sheets have been introduced in session 2018/2019. Staff to review these and identify next steps in moving forward as a school to ensure appropriate support and knowledge around the wellbeing indicators.</p> <p>10. Review and implement further support for children with ASN, linking in with external agencies as appropriate.</p> <p>11. Monitor and track impact on attainment and the effect on helping to close the gap for our more vulnerable children.</p>	<p>4. Sept 2019</p> <p>5. Aug/Sept 2019</p> <p>6. Oct-Mar 2020</p> <p>7. *Aug- Oct 19 *Oct- Dec 19 *Jan – Mar 20 *Apr – Jun 2020</p> <p>8 and 9. *Aug- Oct 19 *Oct- Dec 19 *Jan – Mar 20 *Apr – Jun 2020</p> <p>10. Aug-June 2020</p> <p>11. Aug-June 2020</p>	<p>with children each week at a specific assembly slot. This will be followed up by class teachers each week.</p> <p>We will be accessing a range of support to link in with our work throughout the session. Support will come from a range of agencies including Sports Worx, Active Schools Co-Ordinators, Parent Helpers, external bodies, ICT programs, etc.</p>	
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## Maintenance Plan for St Elizabeth's Primary School for Session 2019/2020

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Key Actions (from previous plans)		
<ul style="list-style-type: none"> <li>*Develop leadership team through review of remits, visits to other establishments, shadowing of colleagues in similar roles and sharing of skills and practice.</li> <li>*Encourage whole staff professional engagement and collegiate working across stages.</li> <li>*Develop understanding and use of LGBT material for teaching in a Catholic School.</li> <li>*Embed active literacy approaches for the teaching of reading, spelling and phonics across the school.</li> <li>*Review and develop use of digital technologies within all curricular areas to enhance and extend learning.</li> </ul>		

**Pupil Equity Fund  
Planning and Reporting  
2019-2020**

## The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:

### **Attainment, Attendance, Exclusion, Participation and Engagement.**

#### **1. Attainment**

Our data detailing attainment for session 2018/2019 has shown that our attainment levels have increased in all 4 areas – Reading, Writing, Talking and Listening and Numeracy. This has been as a result of our focused input on literacy development this session, the experiences our children are offered and exposed to, the skill and teaching of our staff, ably supported by classroom assistants as well as by skilled parent helpers and college students who have been working in our establishment. Furthermore, support has been targeted to those more vulnerable groups of children through our wellbeing and nurturing focuses. Looking at data from the 2017/18 cohort, 63.38% of our SIMD 1 and 2 and FME pupils achieved their appropriate level, this equates to 45 out of 71 children. Our focus for this session was to increase that further by 20% which equates to 20 children achieving their level.

Targeted children have received a variety of input and support in order to help them be more ready to learn emotionally. This has impacted positively on the learning environment and staff and parents report a change in their child's engagement with learning.

As at June 2018, the attainment gap in our school was greatest in Numeracy and as a result of this, we decided to begin to develop our focus on Numeracy Skills for session 2018/19 and this will continue for session 2019/20. We have been supporting identified children with Catch Up Numeracy at the P4 and P5 stages in particular in our school – this has already begun to impact positively on their numeracy skills and understanding. Of the 5 children being targeted, 2 are SIMD 1 and 2 children. There are no FME children among the 5.

Our attainment in writing was 61.97% of our SIMD 1 and 2 and FME children, with 83.33% of our SIMD 3 to 10 children achieving targets within P1, P4 and P7. The gap we are working on closing is 21.36% and this means us targeting 27 children from SIMD 1 and 2 and FME and 10 children from SIMD 3 to 10. This is a similar gap for Talking and Listening attainment.

Due to various staffing situations throughout the year, there have been times where the SMT have all been class committed which has resulted in less support than we would have hoped. This has been a negative factor in driving forward our focus on numeracy and so this is included in the improvement plan for session 2019/20.

#### **2. Attendance and Absence**

Our SIMD 1 and 2 and FME children have an attendance rate of 93.7% while our SIMD 3 to 10 children have an attendance level of 95.2%, creating a gap of 1.5%. Our SIMD 1 and 2 children have a higher absence rate than our SIMD 3 to 10 children. SIMD 1 and 2 account for 6.3% absences while 4.8% is for SIMD 3 to 10. This is a 1.5 gap. This is an area we are continually looking to address through regular

attendance monitoring. Our recently introduced Breakfast Club has been a positive influence, helping to reduce absence and lateness across our school. In order to support this further, we are hoping to begin introducing early morning clubs to help engage children further.

<b><u>Attendance</u></b>	<b>90% Attendance or Above</b>	<b>71-90% Attendance</b>	<b>➤ 70% Attendance</b>
<b>SIMD 1 + 2 plus FME</b>	<b>81.5%</b>	<b>18.4%</b>	<b>0%</b>
<b>SIMD 3 to 10 no FME</b>	<b>91.8%</b>	<b>8.2%</b>	<b>0%</b>

### **3. Exclusion**

We have a very low to nil exclusion rate – session 2018/2019 saw one child being excluded for particular reasons. Our inclusive approaches are encouraged in every aspect of our work. The previous session saw no exclusions in our school.

#### **Exclusion**

	Number of Children	0% of Children Excluded
SIMD 1 and 2 plus FME	0	0
SIMD 3 to 10 no FME	1	0%

### **Participation and Engagement**

We will continue to monitor the participation and engagement of our children across our school next session and have begun to identify children who have participated in a club either out with school or through one being offered by us. We will continue to track this closely in order to continue to identify children who would benefit from increased engagement. We have begun to do this in session 2018/19 and will build on the work already in place.

Participation	% of pupils from SIMD 1 and 2 plus FME	% of pupils from SIMD 3 to 10, no FME
Primary 1	8 out of 15 = 53%	10 out of 12 = 83%
Primary 2	11 out of 20 = 55%	14 out of 18 = 77%
Primary 3	9 out of 15 = 60%	9 out of 11 = 81%
Primary 4	8 out of 13 = 61%	11 out of 15 = 73%
Primary 5	10 out of 19 = 52%	17 out of 19 = 89%
Primary 6	9 out of 12 = 75%	11 out of 17 = 65%
Primary 7	9 out of 18 = 50%	12 out of 19 = 63%
Total Overall %Participation in Extra Curricular Clubs	57%	67%

As a school, we are monitoring the engagement of our pupils and what we can do to support them further. We identified that the greatest need during session 2018/19 for further support with our SIMD 1 and 2 and FME children was at the following stages – P1, P5 and P7 where the engagement of SIMD 1 and 2 children sits at 53%, 52% and 50% compared with SIMD children 3 to 10 sitting at 83%, 89% and 63% respectively. We will look closely at this at the start of session 2019/20 and from initial information we gather at the start of the term, will identify and determine target children and ways of supporting them moving forward.

We are intending to develop our analysis of the impact of tracking this engagement on Literacy and Numeracy skills and development by using a focused scale across the school. This is an area we will look at the sharing of practice and suggestions from other establishments to help us develop further.

Outcomes and Measures for Session 2018/2019	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2017/18 Plans or N? Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource			
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increase attainment in reading skills across the school from P2 – P7.</li> <li>34 of our 224 children (20 boys and 14 girls) are significantly below their reading age (more than 2 years behind their chronological age). This equates to 15% of our pupils in these stages.</li> <li>45 of our 224 children (20 boys and 25 girls) are reading below their reading age (between 6 months and 2 years) and this equates to 20% of our pupils from P2 – P7.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>NGRT reading Assessments</li> <li>PM Benchmarking Assessments</li> <li>Single Word Reading Assessments</li> <li>Support for Learning Assessments</li> <li>Class Reading Assessments</li> <li>Observations and Dialogue</li> <li>Professional Discussions with staff and peer visits to classes.</li> </ul>	<p><b>Intervention 1: Develop Literacy Approaches</b></p> <p>*Introduction and then implementation of Active Literacy Approaches throughout our school at all stages. *All staff have been released from class for a full day of training led by Kathleen Faloon. *Class support visits have taken place to help support the implementation of Active Literacy across the school. *A wide range of new Reading Resources have been ordered including reading books and novels to help develop a variety of reading skills. *Literacy Co-Ordinator has been identified and is responsible for collating the ordering of resources and for supporting staff development. *Joint work within Learning Community Groups has allowed staff to compare and moderate expectations of writing at Early, First and Second Level. *We have led information sessions for parents and families in order to share the principles and approaches we are using in school. *Catch Up Literacy Training to take place for identified support staff. *Staff have attended Pie Corbett Training and have recently begun to attend Talk for Writing Training in order to help further develop our writing approaches.</p>	*			*				*		Y	<ul style="list-style-type: none"> <li>Use of Active Literacy Approaches are being implemented across the school.</li> <li>New resources are being used in every class.</li> <li>NGRT assessments have been completed by all children from P4 to 7 at the beginning of this session and will be completed again in January. This will allow us to have robust data to compare progress.</li> <li>Sharing of Literacy Resources and approaches are taking place between staff and this is confirmed through professional dialogue, class visits and forward planning monitoring.</li> <li>Feedback from pupils and weekly spelling assessments is showing greater application of phonetic skills. Pupil evaluations show a higher level of understanding of spelling strategies.</li> </ul>	<p>Active Literacy Audit has been completed and next steps in our implementation and embedding of strategies have been identified.</p> <p>New Reading Resources have come in to school and are being used in all classes. Resources to help support struggling readers are now in school and beginning to be used. Reading and writing buddies have worked effectively to help develop skills, particularly in P1 and P6. Further support for identified children in P4 has been in place to help increase their skills and confidence. One member of support staff have been trained in Catch Up Literacy.</p>



<ul style="list-style-type: none"> <li>Record of Parental Engagement</li> </ul>														<p>All staff have seen a literacy lesson being modelled by Kathleen Faloon.</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increase attainment in maths and numeracy.</li> <li>Increased use of digital and concrete resources to support learning across the school.</li> <li>Increased implementation of Number Talks across the school.</li> </ul>	<p><b>Intervention 2: Develop Numeracy Skills</b></p> <ul style="list-style-type: none"> <li>Data shows that competency with the application of numeracy skills across our school had decreased. This was particularly evident in our P5-7 classes.</li> <li>2 Numeracy Co-Ordinators have been identified this session and have attended a national conference.</li> <li>As a result of this, Number Talks has been introduced throughout the school.</li> <li>Support Assistant has been trained in Numeracy Catch Up and is undertaking this with a targeted group of 7 children from P4 stage of our school, which equates to 25% of the pupils at that stage. We are aiming to increase attainment in Numeracy by 10% across our school and specifically at our P2, P3, P4 and P7 stages of the school.</li> </ul>		*		*				*		*	<b>N</b>	<ul style="list-style-type: none"> <li>2 staff have been trained in Catch Up Numeracy and one Support Assistant is currently working with a group of targeted children in P4.</li> <li>A new programme called Number Talks has been introduced across the school focusing on mental maths skills and encouraging children to use a variety of methods to calculate a problem correctly.</li> <li>Support Assistants are timetabled in to particular classes and are particularly focusing on supporting the development of the numeracy skills of targeted pupils.</li> </ul>	<p>Catch Up Numeracy has been used in Primary 4 and 5 in particular to help identify particular gaps in numeracy skills.</p> <p>Number talks has been introduced throughout the school.</p> <p>We have begun to review Maths and Numeracy planning</p> <p>Children's numeracy skills have been identified as an area needing further development next session.</p>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>SNSA Assessments</li> <li>Numeracy Assessments</li> <li>Heinemann Check Ups</li> <li>Numeracy Catch-Up</li> </ul>														
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Targeted children will have increased wellbeing and their barriers to learning will be identified and reduced.</li> <li>Targeted children will have increased attainment due to increased self-confidence and engagement with learning.</li> <li>Our new resource for the teaching of HWB will impact positively on all children as they develop a growing awareness and understanding of the importance of mental, social and emotional wellbeing in particular.</li> </ul>	<p><b>Intervention 3: Develop HWB awareness and approaches within our school</b></p> <ul style="list-style-type: none"> <li>We have established a Sensory Room as well as a Nurture Room in our school.</li> <li>3 members of staff have attended 3 training days on Nurture.</li> <li>HWB assessments are done termly with every class in the school. As a result of this, children are identified to be part of the Sensory Room, Worry Workshop or Nurture Room.</li> <li>Our targeted support for Nurture has been with 2 small groups of children. 1 group is made of children from P1 to P4, the second group is made of children from P5 to P7.</li> <li>Our targeted support for Sensory Input is a varied group of 24 children in total. Of these 24, 62.5 % (15 children) are SIMD 1 &amp; 2 and FME while 37.5% (9 children) are SIMD 3 to 10. Data from our evaluations show a range of children requiring support within our classes, with varying degrees of need in each class.</li> </ul>			*	*		*					<b>Y</b>	<p><b>Mid Year Progress</b></p> <ul style="list-style-type: none"> <li>New HWB planner introduced throughout the school to help ensure consistency of approaches.</li> <li>Nurture Principles revisited with all staff and continuing to be embedded in practice</li> <li>Nurture Sessions available for staff to attend, many of them have done so.</li> <li>19% of our 92 pupils (18 children) from P1-3 have attended our Sensory Room every week for an 8 week block.</li> <li>4 % of our 132 pupils (6 children) from P4 to P7 attend Sensory Room each week. These children</li> </ul>	<p><b>Actual Impact</b></p> <p>Children reporting they are feeling calmer and more able to cope with and manage conflict. Nurture principles being developed across the school. Staff have attended drop in nurture and wellbeing sessions in other establishments.</p> <p>Children attending these groups are reportedly more</p>

<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Boxall Profiles</li> <li>• HWB Assessment Results</li> <li>• Learning Conversations</li> <li>• Professional discussions</li> <li>• Playground observations</li> <li>• Classroom observations</li> <li>• Learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children needing support for being confident about feeling healthy are 41% in P3, 31% in P4, 25% in P5 17% in P6 and 14% in P7. We aim to reduce this significantly by the careful monitoring of children's engagement as well as their termly evaluations.</li> <li>• Our new HWB resource aims to provide a consistent approach across our school and to help ensure children are identified and supported as appropriate.</li> </ul>												<p>attended a block of input last session and are now taking on the role of 'buddy' for our younger children.</p> <ul style="list-style-type: none"> <li>• Of the 24 children currently attending the Sensory Room, 15 of them are in our targeted group, 8 of whom are FME. The other children have ASN's and have been identified as needing further support emotionally to help with their learning.</li> <li>• Our Worry Workshop is attended each week for a block of 6 weeks by 9 of our identified pupils from P4 to P7. Five of these pupils(55%) are in our targeted group.</li> <li>• We have monitored the improvement in children's engagement with one another, their ability to settle and engage in learning more readily and how they feel the support has impacted upon them.</li> <li>• We have a range of clubs operating in our school which are attended by a variety of our children. Some of our older children are involved in leading these clubs.</li> </ul>	<p>engaged with their learning in class.</p> <p>Teachers are noting a change in their behavior and confidence.</p> <p>Older children are enjoying having particular responsibilities across the school.</p> <p>We continue to offer a range of clubs for our children and will build on this next session to include family learning as much as possible.</p>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>														

Outcomes and Measures for Session 2019/2020	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention				Continuation of 2018/19 Plans or N?	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
<p><b>Outcomes:</b> 1. Increase attainment in numeracy across the school. 2. Increase confidence and children's engagement with numeracy across the school.</p> <p><b>Measures:</b> 1. Tracking and Monitoring data Feedback from pupil focus groups End of term assessments Weekly assessments</p>	<p><b>Intervention 1: Review and Develop Approaches to Teaching Numeracy Skills in order to raise attainment</b> A variety of resources to be purchased to help support the development of numeracy skills across the school.</p> <p>Each class to have a standard pack of resources to use.</p> <p>Review of planning and assessment within the school and Authority produced progression plans to be in place to support teaching and learning.</p> <p>Numeracy Buddies to be developed</p> <p>Catch Up Numeracy to continue to be used, more staff to be trained</p>		*		*				*		Y			
<p><b>Outcomes:</b> *Continue to increase attainment in reading and writing across the school, particularly at the early level.</p> <p><b>Measures:</b> 1. Further embed approaches to literacy. 2. Support more vulnerable learners and targeted groups.</p>	<p><b>Intervention 2: Focused Support for early Literacy Skills</b> Employ 0.4 staff to help impact positively on the ability to support our targeted groups of children in a focused way.</p> <p>Staff to particularly support the development of early literacy skills</p>	*			*				*		Y This will help to embed approaches we have previously been working on			

<p><b>Outcomes:</b> Increased self confidence, resilience and social skills. Increased wellbeing across the school. Increase attainment in literacy and numeracy</p>	<p><b>Intervention 3:</b> <b>Emotion Works</b> This is a new resource we are introducing during session 2019/20. A member of staff has committed to leading this within the school, has received the appropriate training and we have purchased a range of resources for use at every stage of the school.</p>			*	*		*			*		Y			
<p><b>Measures:</b> 1. Termly assessments 2. Pupil Focus Groups 3. Parental Focus Groups 4. Pupil Feedback 5. Professional discussions</p>															
<p><b>Measures:</b> •</p>															

## **Sustainability: How we will sustain progress from our 2018/2019 Priorities**

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

\*Our new reading books will continue to be used across our school and all staff have been trained on the use of strategies to promote active literacy. We will continue to build on this as a staff team and embed approaches and strategies throughout our teaching. This will then become an integral part of our work.

\*Through our whole school focus on wellbeing, staff awareness has increased around the indicators and this will continue to develop. We intend to continue to focus on the use of our sensory room, particularly for targeted children and for staff to plan for the use of this on a weekly/termly basis.