Pumpherston and Uphall Station Primary & Nursery School IMPROVEMENT PLAN

2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

On-going implementation of GIRFEC

Continued changes in Senior Management teams across the cluster (ongoing)

Cluster profile: diverse range of needs arising from socio-economic factors

SNSA/Achievement of a Level Data/Renfrew reading Scales (nursery)

New Scottish Standardised Assessments

Further staffing and budgetary constraints – Transforming Your Council

Reduction and changing roles and remits of Link Officer team

Impact of Head Teachers Charter Consultation (Scottish Government)

New Senior Leadership Team

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Delivering Better Outcomes

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing

Our School Values		Our School Aims				
Values	**Value Statement**	**RRS**	**Learning & Teaching**	**Vision & Leadership**	**Partnership and People**	**Culture & Ethos**
P Positive	Everyone in school has a positive mental attitude and looks for solutions when problems arise. We are all safe, happy and involved.	Article 3 Article 12	**L&T 3 -** To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.	**V&L 1** - To ensure a clear direction for the school which is shared by, and involves, all stakeholders.		**C&E 1** - To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
U Understanding	Everyone tries their best and is equal in school. We understand differences and treat everyone fairly. We consider the whole child and their circumstances.	Article 2 Article 5 Article 12 Article 13 Article 14				**C&E 2** - To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
S Supports	We are one big family in school and we all support one another to be the best that we can be. We involve others in helping support pupils.	Article 3 Article 19 Article 20 Article 23 Article 25 Articles 32-40	**L&T 1 -** To ensure a broad and balanced curriculum that provides our learners with the best possible learning opportunities and experiences.		**P&P 2 -** To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.	
C Confident	We have high expectations of everyone in school. Feeling secure and safe gives us confidence to try.	Article 12 Article 13 Article 14 Article 31		**V&L 2** - To promote, encourage and provide opportunities for leadership at all levels.	**P&P 1 -** To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.	
P Personal	Everyone in school has opportunities to achieve and develop. Self-evaluation supports improvements. Learning is planned to support pupil's interests and needs.	Article 23 Article 28 Article 29 Article 42		**V&L 3 -** To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.	**P&P 3 -** To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff	
S Success	Learning happens everywhere, not just in school. We take time to celebrate achievement and attainment and plan for next steps.	Article 5 Article 18 Article 29 Article 31	**L&T 2 -** To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.			**C&E 3** - To promote an ethos of self-evaluation for all which leads to whole school improvement.

OUR VALUES

Positive
Understanding
Supports
Confident
Personal
Success

THE CURRICULUM @ PUSCPS

- We have a shared vision for our pupils through a clear curriculum rationale and shared goals.
- Visible learning and pupil reflection and dialogue are important to our vision for learning and we work together on improving teaching and learning.
- We value links between home and school and actively seek ways of engaging parents/carers more.
- Unicef Rights Respecting Schools is embedded in our work and pupils understand its importance.
- Our pupils learn French from nursery to P7 and are exposed to other languages throughout the session, this is developing.
- We partner with local agencies where possible and look to expand this further.
- Pupil voice is a strong part of our work at PUSCPS.
- We take account of our pupils' individual needs.
- Restorative Approaches to relationships and behaviour are central to our ethos with dialogue at the centre of what we do through the 3Fs system.

LEARNING AND TEACHING @ PUSCPS

- We have high expectations of all pupils
- Termly Learning Overviews support the balance of the curriculum and share planned learning with home and pupils.
- High quality, meaningful lessons deepen learning and support challenge.
- Visible learning develops pupil involvement in discussing their own learning and next steps.
- Shared learning intentions and success criteria in every lesson.
- Use of a 4-part lesson structure including plenary.
- AifL and Learning to Learn Tools used consistently to provide ongoing information to staff on pupil understanding.
- Development of pupil involvement in lesson planning and assessment.
- Opportunities for individual and collaborative learning.
- Outdoor learning planned to broaden experience and deepen understanding.

EXPERIENCES & OUTCOMES and ENTITLEMENTS @ PUSCPS

- A broad balanced education for all pupils which takes account of our local setting and reflects Scotland's history, culture and place in the world.
- Efficient, responsive planning systems which ensure coverage of the experiences and outcomes and assess progress through the benchmarks.
- A belief that Literacy is the gateway to further learning reflected through a strong focus on listening and talking, reading and writing.
- An understanding that Numeracy is a key life skill which requires daily practice and the ongoing development of strategies and skills.
- Our curriculum has a key focus on these key areas of the Es & Os and so - across all learning – we aim for these to comprise at least 50% of learning time.
- Transition between all stages, particularly at N/P1 and P7/S1 are well planned and take account of pupil individual needs.
- All pupils have a meaningful say in their learning in the class through collaborative planning approaches.
- Pupil Council and Pumphie Pals vertical groups give pupils a say in the running of their school which is clear, relevant and meaningful.

PUSCPS Curriculum Rationale and CfE Design

PERSONAL SUPPORT @ PUSCPS

- Arrangements for Support for Learning, including nurture provision where required, are based on liaison and dialogue between professionals and with home.
- Effective use of staffing to meet learning needs, support individuals and raise attainment.
- Clear and focussed approaches to transitions at all stages.
- Excellent links with partner agencies to support pupils' wellbeing and achievement.
- Ongoing development of pupil involvement in learning; building skill in feedback, target setting and pupil reflection.
- Pupil voice throughout school encourages pupils to take a lead In their own learning and the work of the school.
- IEPs of high quality which are ongoing working documents, shared with parents, pupils and all staff and regularly updated.

ASSESSMENT, SELF EVALUATION AND PROFESSIONAL DEVELOPMENT @ PUSCPS

- A clear tracking and monitoring system based on professional dialogue is well used by all to ensure pupil progress is understood and learning needs identified.
- We develop the place of profiling, reflection and dialogue with pupils in learning through our Profiling Position Statement.
- A wide variety of assessments are used to identify next steps and plan for pupil learning.
- Self-evaluation and quality assurance are embedded, ongoing elements of our work. We reflect, discuss and respond throughout the session.
- PRD meetings anchor an ongoing process of professional reflection using the GTCS PU system.
- PRD targets are linked to personal learning requirements and the school improvement plan.

PRINCIPLES FOR CURRICULUM DESIGN

Challenge and Enjoyment	Breadth
Personalisation and choice	Depth
Progression	Coherence
Relevance	

Updated: 10-03-17

Pumpherston and Uphall Station Community Primary & Nursery School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities *(observable, measurable outcomes which focus on learning, achievement and wellbeing)*	NIF driver mapping *(check as appropriate)*	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success *(include performance data, quality indicators and stakeholders' views)*
Raising attainment for all: **Through increased practitioner knowledge of digital learning, teaching and learning across the curriculum will be enhanced for all children.**	☐School Improvement ☒School Leadership ☒Teacher Professionalism ☐Parental Engagement ☐Assess. of Children's Progress ☐Performance Information	1.2 2.2 2.3	**School Actions:**			• Planning and assessment evidence • Teacher self-evaluation. • Pupil progress evidence • Policies created • Staff/ pupil views • Quality assurance evidence • Digital Schools Award self-evaluation • Pupil engagement
			• Staff self-evaluation digital skills audit.	All Staff	Sept '18	
			• Establish digital pupil leadership group and create action plan.	Digital Lead Learner	Sept '18	
			• Develop understanding of how Glow tools can be used to enhance learning, teaching and assessment.	Digital Lead Learner All Staff	Dec '18	
			• Career long professional learning opportunities for practitioners, including workshops, peer observations, visits to other schools, etc.	All Staff	April '19	
			• Development of digital profiling for assessment, including Sway, Didbook, blogging, etc.	All Staff	Dec'18	
			• Anytime, Anywhere Learning and Bring Your Own Device policies created.	Digital Lead Learner	March '19	
			• Introduction of Bedtime Maths App to families.	Numeracy Lead Learner All Staff	April '18	
			• Evaluation of progress against *Digital Schools Award* criteria.	Digital Lead Learner	April '19	
			Early Learning Centre Actions:			• Planning and assessment evidence • Teacher self-evaluation. • Pupil progress evidence • Quality assurance evidence • Pupil engagement
			• Use audit from cluster network as a baseline.	All Staff	Sept '18	
			• Career long professional learning opportunities for practitioners including – workshops, peer observations, visits to other schools etc.	Digital Lead Learner All staff	Dec '18	
			• Continue to develop digital profiling for assessment, including Sway, blogging, photos, videos, etc.	EYO All Staff	Dec'18	
Improvement in Literacy for all: **Through developing learning, teaching and assessment practices, all children will raise attainment in writing.**	☒School Improvement ☒School Leadership ☒Teacher Professionalism ☒Parental Engagement ☒Assess. of Children's Progress ☒Performance Information	2.2 2.3 3.1	**School Actions:**			• Teacher views on training • Moderation evidence • Baseline information and end of year analysis of data. For example: Achievement of a Level/ SNSA data • Progress information from Language Link • Writing Assessments • Learning ladders
			• Development of a cluster 'tools for writing' approach in including the development of learning ladders.	All Staff	Jan '19	
			• Investigation into making the links between learning and teaching within writing, reading, spelling and handwriting.	All Staff	Oct '19	
			• Use of digital technologies to support and enhance the process of writing.	Digital Lead Learner & All Staff	Dec '19	
			• Development of child led target setting within writing.	All Staff	Oct '19	
			• Shared understanding of formative and summative assessments in writing, in line with the curriculum benchmarks.	All Staff	Dec '19	
			• Opportunities for the moderation of writing within and across the	All Staff	May '19	

						• Parental views
			• Parental workshop in order to support parents at home.	All Staff	March '19	
			• Peer observations for practitioners within the school and across the cluster.	All Staff	June '19	
			Early Learning Centre Actions:			• Early vocabulary baseline and progress information
			• Develop practitioner understanding of Renfrew Vocabulary assessments.	All Staff	Sept '19	
			• Increase opportunities for children to share stories with adults during the nursery session.	All Staff	Dec'19	• Planning • PEEP Registers/ Evaluations
			• Continue the development of PEEP to engage home with literacy.	PT	Ongoing	
Improvement in Numeracy for all: **Through developing practitioner confidence of learning and teaching approaches, positive mathematical mind sets will be enhanced for all learners.**	☒School Improvement ☐School Leadership ☐Teacher Professionalism ☐Parental Engagement ☒Assess. of Children's Progress ☒Performance Information		**School Actions:**			• Planning and assessment evidence • Teacher views on CLPL • Moderation evidence • Baseline information and end of year analysis of data. For example: Achievement of a Level/ SNSA data • Maths Holistic Assessments • Pupil views • Quality Assurance
			• Continued engagement with West Lothian progression pathways and development of PUSCPS maths and numeracy progression.	All Staff	Oct '19	
			• Engagement with West Lothian Numeracy and Maths Action Plan.	All Staff	Oct '19	
			• Lead Learner to attend Maths Mastery training and share learning with staff team during collegiate time.	Numeracy Lead Learner All Staff	June '19	
			• Career long professional learning opportunities on developing positive mathematical mindsets.	Numeracy Lead Learner All Staff	April '18	
			• Support for Learning teacher to share learning about Maths Recovery with all staff.	SfL Teacher All Staff	Dec '19	
			• Introduction of Bedtime Maths App to families through curriculum evening.	Numeracy Lead Learner All Staff	April '18	
			• Further embed a range of learning and teaching strategies including; SEAL, number talks, Numicon, pictorial, concrete and abstract, etc. to ensure consistency and progression.	Numeracy Lead Learner All Staff	April '18	
			Early Learning Centre Actions:			• Quality Assurance • Observations on online learning journals • Tracking and monitoring data
			• Explore the use of number talks in the nursery.	Numeracy Lead Learner All Staff	March '19	
			• Further develop and apply data handling skills to support informed decisions and choices.	All Staff	Dec '19	
			• Further develop opportunities for pupils to apply and extend maths number skills independently in their play.	All Staff	Dec '19	
Improvement in all children and young people's wellbeing:	☒School Improvement ☐School Leadership ☒Teacher Professionalism ☐Parental Engagement	3.1 3.2	**School Actions:**			• Baseline evidence • Gather final evidence of impact from staff using Glow Forms
			• Launch of cluster focus during September INSET days by Pivotal Education.	All Staff	Sept '18	
			• Screening of Resilience film.	All Staff	Sept '18	

Through enhancing practitioners understanding of emotional health and wellbeing, all children will have an increased knowledge and awareness of emotional literacy.	☒Assess. of Children's Progress ☐Performance Information			• Cluster Professional Learning Groups (PLGs) to engage with 'When the Adults Change Everything Changes' by Paul Dix. Staff identify small test of change activities through professional reading and dialogue.	All Staff	Ongoing June '19	• Quality assurance evidence • Pupil engagement • Analysis of feedback and identification of next steps • Positive ethos policy • Curriculum rationale
				• May INSET – sharing of learning event to be organised to allow all staff to share success in small test of change activities as a result of professional reading and dialogue.	All Staff	May '19	
				• Update and review our school positive ethos policy.	All Staff	June '19	
				• Continue to revise and embed our school values in line with our curriculum rationale.	All Staff	Ongoing June '19	
				• Continue to embed *Emotion Works* in our health and wellbeing programme.	All Staff	Ongoing June '19	
				• Possible engagement as a cluster with the 'One trusted Adult' approach (to be decided at LA level) – cluster have noted interest	All Staff		
				Early Learning Centre Actions:			• Positive ethos policy • Curriculum rationale • Parental/ pupil view points
				• Attend cluster network on vision values and aims.	All Staff	Dec '18	
				• Establish our vision, values and aims in consultation with all stakeholders.	All Staff/ parents/ pupils	April '18	
				• Explore my creative journey with staff to further develop pupil understanding of the wellbeing indicators.	All Staff	Dec '18	
Improvement in employability skills and sustained, positive school leaver destinations for all young people: **Through developing high quality, relevant profiling strategies, all children will more effectively discuss and reflect on learning.**	☐School Improvement ☒School Leadership ☐Teacher Professionalism ☒Parental Engagement ☒Assess. of Children's Progress ☒Performance Information	2.3 2.5 3.2 3.3		**School Actions:**			• Planning and assessment evidence • Teacher self-evaluation. • Pupil progress evidence • Quality assurance evidence • Pupil engagement • Profiles • Targets • Parental Feedback • Gather transition evaluations from children/parents • Transition Information • Pupil Voice groups action plans
				• Evaluate current approaches to profiling with staff/ parents/ pupils.	All Staff/ parents/ pupils	Sept '18	
				• Introduce a profiling tool to support children with the language of learning/ benchmarks. Starting with literacy and language.	All Staff/ pupils	Oct' 18	
				• Develop approaches to target setting, starting with writing.	All Staff/ pupils	Oct' 18	
				• Devise and implement a profiling strategy across the school.	All Staff	Dec '18	
				• Develop a process of sharing wider achievements.	All Staff/ parents/ pupils	Dec '18	
				• Develop opportunities for all children to take on leadership roles.	All staff	Dec '18	
				• Primary 7 staff and Broxburn Academy staff to engage in professional dialogue around the development of a new transition project with a focus on Broxburn and its historical significance and place in society in present day.	Primary 7 Staff/ High School Staff	June '19	
				Early Learning Centre Actions:			• Online learning journals • Parental feedback
				• Evaluate current approaches to profiling with staff/ parents.	All Staff/ parents/ pupils	Sept '18	
				• Develop approaches to support parents/ carers using the online learning journals to share wider achievements.	All Staff/ parents	Dec '18	
				• Develop opportunities for children to take on leadership roles.	All staff	Dec '18	

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children
PART 1: Contextual Data Analysis & Rationale

a)   Background

The Acting Head Teacher, along with an Acting Principal Teacher were both appointed in November 2017 and for the past three years numeracy, pupil voice, visible learning and home engagement in learning have been the core features of our development work. The school had a recent positive inspection in November 2017. The inspection team found the following strengths in the school's work; The high quality, inclusive ethos which permeates the school. As a result children, staff and stakeholders feel valued and respected; Happy, confident and caring children who are eager to learn. They have a strong voice and contribute enthusiastically to bringing about change in their school; The quality of the learning experiences in the nursery. As a result, children are making very good progress; The leadership of the Head Teacher in creating the conditions for staff to build on their strengths and take forward the agenda for school improvement.

b)   Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading. In writing most children achieve early level by the end of P1. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. Our recent inspection team agreed with the school that there is particular scope to further improve the quality of children's writing. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. Our recent inspection team agreed that there is scope for numeracy to be planned increasingly across learning to allow more opportunities for children to apply their learning across the curriculum.

c)   What is our 'gap' and who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy as well as all of our children who currently require additional supports e.g. life skills, outdoor learning, emotional health and wellbeing supports to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. Attachment difficulties have had a significant impact on the attainment of a small number of children in a few classes, with a larger group of pupils in Primary 6 where learning is regularly disrupted through poor self-esteem, lack of motivation or ambition and poor personal relationships.   Further analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1, are LAAC (Looked After Accommodated) or are members of the travelling community (T) and those that are in Quintile 2-5. On average 25% of pupils across school are "not on track" (Teacher Professional Judgement) for literacy and numeracy attainment). When pupils in Q1, LAAC, T are considered separately this figure is closer to 45%. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Attainment for these pupils is significantly behind those of the rest of the school. Here the barriers to learning are more complex however there is scope for improving the experience of mainstream school for these pupils.

d)   Summary/overview of proposal & non-negotiable outcomes

We propose to employ a part-time class teacher in order to allow the current Principal Teacher (PT) to be non-class committed, we will also employ a Pupil Support Worker (PSW). The PT and (PSW) will focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with these identified, underperforming children. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. For our ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We propose to further use the nurture room and staff with targeted children, to develop a school wide nurturing schools approach further and to further develop a nurturing classroom in Primary 6. We also plan to train staff in behaviour management strategies through the cluster exploration use of Pivotal Education and Paul Dix text, When the Adults Change. We expect to see an increase in pupil engagement and a decrease in disruptive, difficult behaviours which disturbs learning. We will continue with one PEEP session per week for our nursery children, with this we expect to see an increase in parental engagement at this level and in the vocabulary development.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? *(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)*	How will you measure the impact? *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported*
Literacy	**Learning & Teaching:**		• Increased levels of parental engagement in pre-nursery and nursery. • Reduction of literacy attainment gap between Q1/LAAC and Q2-5. • Increase percentage of children making appropriate progress in literacy, in particular writing. • Increased percentage of children achieving expected levels in reading and writing at P1, P4 and P7. • Increased levels of parental engagement in children's learning.	• Renfrew Word Vocabulary Test • SNSA Data • Achievement of a level data • Language Link data • PM Benchmarking assessments • Quality Assurance evidence • 5 Minute Box • Parental Views • SaLT referral data • Participation and engagement data
	Continue with 0.5FTE Principal Teacher relief to enable PT to work on targeted literacy interventions with identified groups of children.	P1-P7		
	PEF PSW 15 hours per week to work on targeted literacy interventions with identified groups of children, including five minute box, Scotland Reads, etc.	P1-P7		
	Introduction of online IDL resource to support targeted children with literacy interventions.	P3-P7		
	Leadership:			
	Continue with 0.5FTE Principal Teacher relief to co-ordinate PEF co-ordinator.	Nursery -P7		
	Families & Communities:			
	Continue with 1 PEEP session a week with previous early engagement teacher	Nursery		
	Parental workshop to support families with the process of writing.	Nursery -P7		
Numeracy	**Learning & Teaching:**		• Reduction of numeracy attainment gap between Q1/LAAC and Q2-5. • Increase percentage of children making appropriate progress in numeracy. • Increased percentage of children achieving expected levels in maths and numeracy at P1, P4 and P7. • Increased levels of parental engagement in children's learning.	• Benchmark assessments • SNSA Data • SEAL assessments • Maths Recovery assessments and interventions • Achievement of a level data • Quality Assurance • 5 Minute Box • Parental Views • IDL data • Participation and engagement data
	Continue with 0.5FTE Principal Teacher relief to enable PT to work on targeted numeracy interventions with identified groups of children.	P1 -P7		
	PEF PSW 15 hours per week to work on targeted numeracy interventions with identified groups of children, including five minute box, SEAL, etc.	P1 -P7		
	Leadership:			
	Continue with 0.5FTE Principal Teacher relief to co-ordinate PEF co-ordinator.	Nursery -P7		
	(Continue from last session) Support for Learning teacher to share learning about Maths Recovery with all staff.	P1-P7		
	Families & Communities:			
	Introduction of Bedtime Maths App to support families.	Nursery -P7		
Health and Wellbeing	**Learning & Teaching:**		• Decrease in low level disruptive behaviour impacting on learning. • Reduction in peer-relationship issues. • Increase in targeted children's engagement with learning and enjoyment of learning. • Increase in support for pupils' emotional needs.	• Observations of children • Pupil/ staff evaluation of wellbeing indicators • Behaviour trackers • Exclusions data • Quality assurance • Attitude information – Reward Time, Class Dojo, etc.
	Continue with 0.5FTE Principal Teacher relief to enable PT to work on targeted HWB interventions with identified groups of children.	P1-P7		
	PEF PSW 15 hours per week to work on targeted numeracy interventions with identified groups of children.	P1-P7		
	Continue with commitment to nurture groups supported by a PSW.	P1-P7		
	Targeted group of children attend Outdoor Club	P4-P7		
	Leadership:			
	Continue with 0.5FTE Principal Teacher relief to co-ordinate PEF co-ordinator.	Nursery -P7		

	Launch of cluster focus during September INSET days by Pivotal Education.	P1-P7		
	Cluster Professional Learning Groups (PLGs) to engage with 'When the Adults Change Everything Changes' by Paul Dix.	P1-P7		
	PSW trained in Emotion Works.	P1-P7		
	Families & Communities:			
	Parental Workshop on *Emotion Works.*	P1-P7		
Across Learning	**Learning & Teaching:**		• Increased levels of engagement in learning across the curriculum and raised attainment for all identified groups • Increased progress in developing fine motor skills for targeted children. • Decrease in disruptive behaviour in the playground. • Reduction in peer-relationship issues.	• Playground behaviour trackers • Evaluation of Responsible Roles • Observations of children • Boxall baseline and follow up Participation and engagement data
	Training, resources and introduction of Bal-A-Vis-X by PSW.	P1 – P4		
	Aspects of a nurturing classroom to continue into P6 including snack daily and check ins.	P6		
	Leadership:			
	Continue with 0.5FTE Principal Teacher relief to co-ordinate PEF co-ordinator.	Nursery -P7		
	Training & development of nurturing playgrounds for PSWs.	P1 - P7		
	Training & introduction of Responsible Roles in the Playground.	P7		
Central PEF Posts	• Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools • PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement. • This team will support schools in the ways outlined in the PEF Action Plan.		• Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.	• HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. • This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.