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**South Lanarkshire Council**

**Recovery School Improvement Planning August 2021**



**Park View Primary School**

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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. | **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. | **This column to be filled in by school**  1.Through rigorous self-evaluation underpinned by the Curriculum Framework document and through HGIOS4, we have identified that we want a cohesive and progressive curriculum that transitions from play to enquiry in order to develop and improve our teaching and learning of cross-curricular Es &Os. We want to ensure we incorporate the refreshed narrative, our new digital technology skills, and embed *all* the Principles of Curriculum Design.  2.Through self-evaluation, we have identified that our play pedagogy is having a positive affect on health and wellbeing and behaviour because of high levels of engagement. Our play-based learning provides lots of personalisation and choice, challenge and enjoyment and we would like to begin to develop aspects of this pedagogy throughout the school. Having seen ‘Pupil Enquiry Based Learning’ showcased at the West Partnership conference and in consultation with staff, we have undertaken a Practitioner Enquiry into ‘PEBL’ as it seemed like an ideal way to progress play into First and Second Level.  3.Now that we have been using a play pedagogy for a couple of years, we want to ensure our planning, tracking and monitoring exist to help build a clear picture of each child’s learning. We want to ensure coverage of skills and that the principles if curriculum design are embedded into learning. We also want to build confidence in parents in our play pedagogy and allow parents to be fully involved in their child’s learning journey. | **This column to be filled in by school**  1.Early in new term, whole staff re-evaluate Curriculum Rationale and the components that we evaluated during lockdown to create a final Curriculum Rationale that is fit for purpose and relevant to our current situation and includes input from all stakeholders.    2.By September, undertake whole school evaluation of our current practice in relation to cross-curricular learning, IDL and our recent ‘Pupil Enquiry Based Learning’ practitioner Enquiry to ensure IDL is planned appropriately and in accordance to national guidelines, models of good practice and is guided by the Principles of Curriculum design.  3.Infant staff to start using new tracking grid of Es & Os as part of a child’s focus ensure breadth and depth to learning from early to first level. This information will be extracted from Seesaw learning journal which is also shared with parents.  Evaluate its use after Term 1. | **This column to be filled in by school**  1.Outcome: By September 2021 new curriculum rationale will underpin all curriculum development, teaching and learning, and new initiatives, in order to provide overall strategic framework.t.  Measure: Document created and shared with all stakeholders and regularly referred to in the planning of any curriculum development.  2. Outcome:  By September 2021 staff will be more aware of the Principles of Curriculum design, the Refreshed Narrative and the Four Contexts for Learning and the curriculum we provide will reflect these.  Measure: these will be evident in our IDL planning and class visits will show teaching and learning is guided by all of these.  3. Outcome: By June 2022 Tracking and monitoring will show coverage of all Es&Os and will allow us to analyse, evaluate and plan the nexts steps in the curriculum for individuals; whilst ensuring we are providing a curriculum underpinned by the 7 design principles  Measure:  Through parental feedback it will be clear that they feel fully involved and aware of their child’s learning.  Staff will feel confident that all children are being provided with a broad curriculum. |
| **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. | Use of the leuven scale has been introduced and all staff are aware of its benefits in identifying levels of engagement. Following lockdown, we feel that children’s interests have changed and levels of engagement decreased on initial return (mainly pupils at second level). There is now more need to ensure what and how we teach allows for higher levels of engagement.  In our infant classes we have high levels of engagement due to our play pedagogy and we want to build on this and capitalise on these benefits.  ] | 1.In term 2, Infant staff to share their Play Pedagogy with all staff and how they track skills across the curriculum  2.Further staff CLPL on IDL and play pedgagogy, questioning and enquiry-based learning to encourage engagement, curiosity, independence and higher-order thinking skills  3. IDL Policy, planning and tracking formats will be finalised by the end of the school year for P4-7 which will reflect the work of play and IDL as above. | 1.Outcome: By December 2021 All staff will be able to have a greater view of a child’s learning journey and progression throughout the school. This will ensure better transition from play to IDL and for pupils to transition through and between CFE levels.  It will also develop skills and confidence of all class teachers so that they are able to teach at different stages.  Measure: Through staff consultation it will be evident that they feel more confident and have better understanding of play pedagogy and its use as a vehicle to increase engagement and attainment.  2.Outcome: By June 2022 staff will be more confident in effective teaching strategies to ensure high-quality learning experiences providing deep and meaningful learning for all.  Measure: Evident through staff evaluation and class visits.  3.Outcome: By June 2022 our curriculum will be underpinned by the principles of curriculum design.  Teaching and learning will allow for continuity and a transition from play to an encouragement of enquiry, creativity, meaningful contexts and levels of engagement will improve.  Measure: Through Fwd Plan monitoring and tracking of pupils learning, it will be clear that all Es & Os are covered in a progressive manner.  Self-evaluation against the principles of curriculum design will show that our curriculum reflects these.  Use of the leuven scale will show that pupils’ levels of engagement have improved. |
| **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. | Through self-evaluation we have identified that Active Literacy approaches are having a positive impact on teaching and learning but staff are not yet fully confident and our planners are not supporting the planning or planning for assessment of these skills.    Through tracking and monitoring, we know that we need to continue to improve and fully embed highly effective literacy teaching approaches to improve all areas of literacy, especially reading and spelling.  Our tracking data shows that reading attainment levels need improved, especially in our infant department who have been adversely affected most by lockdown. We know that consistency in schooling and that T4W will increase writing attainment therefore we need to prioritise reading to ensure the same level of success. | 1. On August Inservice, evaluate current practice and teaching and learning of literacy and how Active Literacy & T4W are currently utilised.  2. Early in new term, adapt and develop current Literacy Planners to ensure Active Literacy and T4W skills are embedded throughout.  3..Further develop Active Literacy and Talk 4 Writing approaches across P1-P7 through CPD, shared good practice and professional dialogue. | 1.Outcome: By August 2021 Staff will have a clear picture of current practice and the areas that need to be developed and have a strong foundation from which to plan developments and changes to current practice.  Measure: Evident from staff evaluation form.  2. Outcome: By Sept 2021 Planners will ensure progression and consistency in teaching and learning approaches and be used as a tool to help teachers to plan and embed Active Literacy and T4W and ensure coverage and progression of all literacy skills rather than an added extra to long-term planning.  Measure: Evident from Fwd plan meetings, monitoring and staff-evaluation.  3.Outcome: By June 2022 Raise attainment in Reading across all stages  In P1 – aiming for 75% of pupils on track  P2 – aiming for 80% on track – increase of 20%  P3 – aiming for 70% on track – increase of 37.9%  P4 – capitalise on the progress this year and ensure 75 % remain on track  P5 – 86% - increase of 13%  P6 – 75.6 – increase of 2.7%  P7 – Ensure 75 % remain on track after good progress this year  Teaching and learning of all aspects of literacy are effective, encourage higher order thinking skills and ensures consistency and progression.  Measure: GL & PM reading assessments and also evident through class visits. |

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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. | **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. | **This column to be filled in by school** | **This column to be filled in by school** | **This column to be filled in by school** |
| Through our Standards and Quality self-evaluation we have identified that our current Healthy School planners now provide breadth, depth and progression of Health & Wellbeing; however,  we are not making use of the most up-to-date resources in the HWB Recovery Toolkit as the document was quite overwhelming.  Following our attachment and PPRUDB CLPL, we also acknowledge that there needs to be an even bigger focus on social and emotional wellbeing. Prior to lockdown, Park View had well-trained staff in various interventions for HWB. These interventions have been restricted due to covid restrictions therefore we need to re-instate the previous good practice. | 1.Identified staff to ensure our current planners include resources from HWB recovery toolkit.  2. Identified staff to create an identification toolkit for in-school HWB interventions such as CUSTTAD and Wee Worries Workshop, Rainbow sessions (nurture) etc.  3. Baseline and end of intervention assessments of impact (e.g. Boxall Profiles) to be utilised for all HWB interventions.  4. Trained staff to share basic strategies of their HWB interventions @ CPD night so that all staff are aware of the levels of support available to all pupils. | 1.Outcome: By June 2022 Ensure a breadth of resources and progression from P1-P7 – Measure: evident in planners and through staff evaluation.  2&3. Outcome: By June 2022 There will be a tiered approach to HWB interventions and pupils’ needs will be catered for individually. This will allow for better tracking of progress and impact – Measure: evident through implementation and use of of identification toolkit and boxall profiles to measure impact.  3. Outcome: By Dec 2022 Pupils will be ready to learn and the impact of interventions will be tracked and monitored and pupils will receive appropriate support. – Measure: Evident through results of Boxall profiles.  4. Outcome: Staff feel more confident in identifying specific supports and incorporate inclusive strategies within classroom practice and also who to refer pupils to so that pupils receive the most appropriate support.  Measure: Staff feedback/evaluation and pupils levels of engagement and wellbeing- measured by leuven scale and HWB tracker. |

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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. | **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** | | | | |
| **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. | **This column to be filled in by school**  Through self-evaluation and professional dialogue, we recognise that many children’s emotional state is hindering their readiness to learn. Having well-trained staff, we want to capitalise on our ‘in-house’ expertise and re-instate various HWB interventions that have worked well in previous sessions that we have not been able to take advantage of.  Through our tracking and monitoring, we have identified that throughout the school, our reading and spelling is still a concern as it had been previous to lockdown. Writing is also lower than we would hope this year, but we know that this is only due to Covid and that Talk 4 Writing has had a really positive impact; therefore with more consistent time in school, we know that our writing pedagogy is strong and that the attainment in writing will improve with our everyday classroom practice. Reading and spelling need more specific and targeted measures over and above the improvements in overall teaching and learning via Active Literacy. The measures we have put in place have been showing signs of positive impact but with covid restrictions the progress has been limited. Various literacy interventions and whole school pedagogy needs to be tailored to the abilities and ages and stages of our pupils.  Our infant classes, especially our identified PEF pupils require significant support with reading and spelling. Active literacy and 5 Min Box approaches are becoming embedded in the teaching and learning which has shown from assessment data that pupils are making better progress in phonics than in common words.  For P4-7,we have trained staff in Catch Up Literacy and in previous sessions we have seen a positive impact on struggling readers when this has been implemented consistently. We would like to re-instate this intervention with targeted pupils who need individual support in P4 onwards. These pupils have been identified through our robust tracking data.  In our current P4& 5 where our PEF teacher has had consistent literacy learning support input for our targeted pupils, we have seen huge success. We would like to continue this but with a more rigid programme and we feel that they would benefit from using this Common Word reading and spelling approach too.  Our spelling teaching and practice is improving but we need some specific interventions over and above this and believe that we could adapt this programme for our children whose spelling attainment is below expected levels. | **This column to be filled in by school**  HWB - Initial Boxall profiles and professional discussion will help us identify the most appropriate intervention:  1.Nurture sessions for identified PEF pupils (in the afternoon when pupils are beginning to not cope and ensure they don’t miss main literacy & numeracy.)  2.CUSTTAD -re-instate for identified PEF pupils  3.Wee Worry Workshop – Targeted interventions for children displaying anxiety  All interventions will run for a 6 weeks period then we will re-evaluate impact  4. GUAB – for identified pupils who have experienced loss/change and are not coping with the consequences.  Reading & Spelling - A Common word approach/programme has shown early signs of having an impact on these struggling readers and writers. We want to embed this approach into our everyday literacy planning, teaching and learning and use PEF teacher to support its implementation with targeted PEF pupils for more intense teaching and learning.  Catch Up Literacy – Reading Use PEF budget to fund SSA to allow trained SSA to implement Catch Up Literacy with target pupils in P4-P7  Use SSA & teacher paid via PEF to implement this spelling intervention. | **This column to be filled in by school**  **HWB - Outcome:**  By June 2022, all pupils targeted for HWB interventions (20 pupils) will have improved wellbeing; their barriers to learning will have reduced and will be able to concentrate on work for longer periods of time..  **Measure:**  Boxall Profile every 6 weeks.  Leuven scale of engagement every 6 weeks.  Reading & Spelling - Outcome: By June 2022, identified pupils in P2 (10), P3 (11) P5 (3) P6 (3) will be reading and spelling at a level appropriate to their age range or no less than 6 months behind.  This ‘Common Word’ approach will also become part of the pedagogy and practice of our infant teachers to ensure longevity in our impact on pupils’ attainment.  Measure: PM Benchmarking and SWST spelling test  Catch Up Literacy – Reading - By June 2022, identified pupils in P4 (7) P5 (1), P6 (5) P7 (2) will be reading at a level appropriate to their age range or no less than 8 months behind.  Measure: PM Benchmarking & Catch Up assessments  By June 2022, identified pupils in P4 (11) P5 (8), P6 (7) P7 (6) will have a spelling age within the expected age range or no less than 8 months behind their chronological age.  Measure – SWST spelling test and IDL spelling test. |
| **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. | We have identified through self-evaluation and rigorous tracking and monitoring that we need to support parents and encourage parental engagement and for them to recognise the importance of school and ensuring their pupils are engaged in learning.  In previous sessions, parent workshops for literacy and numeracy have been well received and supported parents in encouraging learning at home. Through our survey of parents, they feel less connected to the school following covid restrictions and they would like to have workshops to help them support learning at home.  Homework completion is not consistent in the school and tracking of this has fallen away since lockdown. Google Classroom and Seesaw has opened up different avenues and these need to be incorporated into homework policy for consistency.  Tracking of attendance shows that we have a gap of 5.3% across the whole school. Our tracking data also shows that this is having a significant impact on specific pupils. | Two staff members will carry out Families Connect virtually to support parents with pupils in P1-3 – these parents will be from targeted groups of children.  Play Together sessions will be incorporated into this to encourage parental engagement.  Tracking of homework engagement will be reinstated. Questionnaires to parents, staff and children regarding homework will be sent and an updated homework policy will be created.  Staff will share snippets of literacy and numeracy supports through Seesaw so that families feel confident in doing homework.  Supported study sessions re-instated if the school community believes this will benefit pupils.  Re-instate previous good practice surrounding attendance and engaging parents with more rigorous and consistent engagement with pupils and parents whose attendance is below normal thresholds. (only possible if covid restrictions reduced as absence reasons for some target pupils is covid). | Outcome: By June 2022, targeted pupils and parents will feel more involved and supported by the school.  Measure: Survey to parents and initial and final evaluations of the Families Connect workshop.    Outcome: Tracking of homework will show increase engagement following adaptations and interventions.  Measure : Homework tracking and pupil, staff and parent feedback.  Outcome: Targeted pupils’ attendance will increase to 95%:  P2 (1) , P3(4), P4(8), P5 (10)  P6 (8) P7(4)  Measure: Attendance tracking data. |