| **Rationale** | **Outcomes** | **Activities** | **Measures** | **Link to SLC Priorities** | | | | | **Link to SLC Workstreams** | | | | | **Mid Term Impact** | **End of Year Impact** | |
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| **What is the thinking behind/reason for a particular intervention?**   * Self- evaluation; * data * evidence * information * baselines * consultation | **A change which happens as the result of a programme or activity.**  **Who & What will change?**   * Stretch target (ambition) * Ensure clarity of outcomes – who? (be specific not generic), what? (change aim) and target (improvement – by how much? %, scale etc.) | **How it will change?** | **What measures will you use to monitor/demonstrate progress?**   * On-going information – provides regular and necessary feedback * Qualitative and quantitative information * Short/medium/long term data | **Improve Health and Wellbeing to enable children and families to flourish.** | **Support children and young people to develop their skills for learning, life and work.** | **Ensure inclusion, equity and equality are at the heart of what we do.** | **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.** | **Empower learners to shape and influence actions on sustainability and climate change.** | Pedagogy | Learner Engagement | Strengthening Relationships | Curriculum | Learner Pathways | **Please also provide details of anticipated impact.**  **To be completed at Mid- Year Stage (Dec 2022)** | | **Update on progress of delivery of plans between mid-year stage and end June 2023.**  **To be completed at End of Year**  **(May/June 2023)** |
| **Priority 1: Maths**  Through thorough self-evaluation and analysis of maths tracking data, it has become apparent that some of our pupils are not making the expected progress in Maths and post covid, some groups of pupils have gaps in their learning which is having a longer term impact. The gaps include basic number knowledge as well as an ability to apply skills in real life problems.  We have improved literacy pedagogy with robust plans and procedures and interventions in place to support, but we do not have the same robust pedagogy and practice in Maths. This is leading to groups across all stages needing significant support to be on track.  Staff have expressed that they feel our Maths planners lack detail to support them in teaching all aspects of Maths. | * Raise attainment in numeracy across the school by improving pedagogy and practice to eventually lead to less support groups and interventions required. * Specifically for the next year, our targets are:   P3 - By June 23…  P4 – By June 23, 7 target pupils who have needed support, will achieve first level to ensure 70% are on track to achieve.  P5 – By June 23, 6 target pupils will be on track who are currently 6 months behind and 3 target pupils (who need support to stay on track) will remain on track. This will ensure 80% are on track for maths compared to 59% this year.  P6 – By June 23, 9 targets pupils will have achieved S1 and have started S2 skills.  P7 – By June 23, 7 target pupils who need support, will achieve second level to ensure 70% are on track.   * Problem solving skills/application of skills improved. * Staff confidence in teaching maths improved. | 1. All staff agree on structure of a Maths lessons at each stage – what makes a good Maths lesson? 2. Review and evaluate mental maths methodology including Number Talks and Big Maths CLIC sessions. 3. Review and improve maths planners to include detail within the progressive skills. 4. Review and adapt Maths Assessments to help identify specific areas of development i.e. problem solving/applying skills. 5. Share good practice and ideas to improve problem solving and application of skills. 6. Review, research and evaluate the concept of concrete, pictorial and abstract to ensure concrete and pictorial resources are used at the most appropriate times to support learning and not removed too quickly. 7. All staff to be involved in CPD in relation to maths to improve staff knowledge and skills in relation to pedagogy. (This may take the form of peer visits or in-house training.) 8. Maths IDL introduced for target pupils. 9. Maths support groups for targeted groups | * An agreed and updated Maths Policy created and all staff confident in implementing this. * Mental maths methodology included in policy. * All aspects of policy and structure evident in class visits. * Maths planners updated and all staff feel more confident and supported by them. * Maths Assessments created. * Staff evaluation shows that they feel more confident in teaching problem solving. * Problem solving evident in class visits. * Staff will be more confident in knowing when to utilise concrete and pictorial resources to support learning. * Staff will have improved confidence in teaching some aspects of Maths. * ACEL data and maths tracking information will show increased attainment levels (see outcomes) |  | \* |  | \* |  | \* |  |  | \* |  |  | |  |
| **Priority 2: Writing**  Through thorough self-evaluation and analysis of our tracking data, it is apparent that we need to improve our pedagogy and practice in relation to writing in order to improve writing attainment across the school.  Pre-covid we had implemented Talk 4Writing and we now want to ensure the best practice to try and fill the void and impact from covid. | Raise attainment in writing across all stages:  P2:Ensure 72% remain on track  P3: Ensure 75% stay on track  P4: Ensure 78% remain on track  P5 – By end of June 23, 2 target pupils will be on track for writing ensuring 67% of pupils are on track.  P6 – By end of June 23, 1 target pupil will be on track to ensure 71% achieve writing.  P7 By end of June 23, 3 target pupils will be on track to ensure 63% achieve writing. | * Implement new and revised Writing success criteria * Review current practice in relation to writing, highlighting best practice. * Create new Writing programme encompassing best practice and aspects of Big Writing and Talk 4 Writing. * Create Yearly Overview for each stage including T4W Texts, grammar, punctuation, Poetry, Non-Fiction etc to be taught. | * Class Teacher & pupils will feel confident in using writing Success Criteria * Moderation activities using writing SC * Writing programme created will be used in daily practice and evident in teaching and learning. * Staff evaluations show a rise in staff confidence in teaching writing * ACEL data and writing tracking data shows an increase in attainment levels (see outcomes) |  |  |  |  |  |  |  |  |  |  |  | |  |
| **Priority 3:**  IDL  Through rigorous self-evaluation underpinned by the Curriculum Framework document and through HGIOS4, we 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.  Now that we have been using a play pedagogy for a couple of years, and trialled enquiry-based learning, we want to ensure our planning, tracking and monitoring are robust and exist to help build a clear picture of each child’s learning and provide breadth and depth to learning. We want to ensure coverage of skills and that the principles if curriculum design are embedded into learning. | 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  Pupils will be fully engaged in their learning.  Parents will have an awareness of what their child is learning. | * Review current practice in relation to IDL/Play/enquiry-based learning to evaluate what is working well and what needs further development. * Research planning templates from other schools to create robust planning template to ensure coverage. * Review meta-skills progression framework to ensure these skills are embedded within our IDL to enhance skills for learning, life and work * Create IDL/Play policy to ensure consistency and progression across the school. * Create a Play programme for P1-3 * Create topic maps for resources and experiences * Create Planning format for IDL/Play to ensure coverage of es & Os and progression in learning. | * 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. * 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. * Moderation and self-evaluation activities |  | \* |  |  |  | \* | \* |  | \* |  |  | |  |
| **Priority 4:**  Attendance –  **STONELAW LEARNING COMMUNITY PRIORITY**  **To Improve Pupil Attendance and Punctuality Rates**  Research has shown a clear link between attendance and attainment.   * In Primary school, children with higher attendance rates are more likely to achieve the appropriate CfE Level. * Within Park View, approximately 47% of children who have attendance rates of below 85% are not achieving the expected CfE Level in some or all curricular areas. This contrasts with only 32% of children who have attendance rates greater than 95%. * In Secondary school, children with attendance rates greater than 95% achieve on average between 6 and 7 National 5 qualifications. However, children with attendance rates less than 85% achieve between 2 and 3 National 5 Qualifications.   Good attendance and punctuality are essential skills for learning, life and work.  From Seemis data, our current whole school attendance rate for this session is 90.4%. This compares to previous sessions of 94.2% on average. | Improve attendance across the school to improve engagement, health and wellbeing and attainment levels.   * Our average attendance rate over the past 5 school sessions for the school overall is 94.2%. However, during this session it has fallen to 90.4%. We aim to try to raise this back to the pre-covid attendance rate of 94% by June 2023. * The average attendance over the past 5 sessions for our PEF target group is 92.3%. For the Non-PEF group the average attendance rate is 96.0%. This means there is an average gap of 3.7%. We aim to try to close this gap to 2% by June 2023. * During this session, we have recorded 1079 late comings. By June 2023, we aim to try to reduce this by 5% and target individuals and/or families with poor punctuality rates. | * Each class teacher will identify one child in their class with an attendance rate below 85%. Teacher will work with the identified pupil and their family to try to increase attendance. * Organise staff training on ESBA (Emotional School Based Avoidance) to provide information on improving attendance of a child in their class. * Reward classes with best attendance and/or most improved attendance each month with a reward of their choice. * Reintroduce the ‘Right On Time Group’ to monitor punctuality. Reward classes with best punctuality and/or most improved punctuality each month with a reward of their choice. * Look to arrange various extra-curricular clubs before school starts. Similar to the breakfast club, these can be useful to encourage more children to be in school on time. * Ensure that all families have access to school uniform from the ‘Rake and Take’ facility. * Create improved bank of attendance letters to be sent by SMT to ensure they are supportive and building positive relationships rather than threatening. * HTs to share best practice in relation to attendance. * Continue to offer a range of Health and Wellbeing groups (e.g. ‘Nurture’, ‘Wee Worries’, Give Us A Break’, CUSTTAD). | * Monthly recording of attendance rates for whole school overall, whole school PEF group and whole school Non-PEF group. Recorded by PT. * Monthly recording of attendance for each class overall, class PEF group and class Non-PEF group. Recorded by PT. * Monthly recording of punctuality rates for each class. Recorded by PT and ‘Right On Time’ Group. * Attendance improved for specific pupils (see outcomes) |  |  | ✓ |  |  |  | ✓ |  |  |  |  | |  |
| **Priority 5:**  **STONELAW LEARNING COMMUNITY PRIORITY**  Across the Stonelaw learning community and beyond, it is recognised that post-covid, our pupils’ health and wellbeing needs are becoming more of a priority and many more pupils and parents require more support with their distressed behaviours and social and emotional wellbeing. As a Learning community, we recognise that many of our learners are not making expected progress because they are not ready to learn because of health and wellbeing barriers. | SLC priority: Improve health and wellbeing to enable children and families to flourish.   * By June 2023 75% of identified pupils who receive targeted interventions will have improved levels of wellbeing – (identified and evaluated against internal Health & Wellbeing referral form/Boxall Profiles.) * By June 2023, our whole school ethos and practice promotes a positive health and wellbeing ethos (identified through stakeholder SHANARRI wheel evaluation) * By June 2023 all staff will feel better equipped with a wider knowledge and range of resources to go to for support for themselves and pupils (Identified through Attachment Audit & Plan) * By June 2023 All Staff feel supported to de-escalate distressed behaviour through consistent approaches. * By June 2023, Upper primary classes will have less incidencies of out of school digital/online bullying (as reported to school). | * Complete Attachment audit(attachment ambassadors to lead) and share findings across LC * During whole school Inset, Learning Community staff to receive input from an expert in field of attachment and understanding distressed behaviours. * CAT night - stages across LC get together to discuss current practice and problems/solutions * CAT Night or Inset – Each school shares specific interventions we currently have in place in relation to PPRUDB/HWB/Attachment across the LC via presentation or short video. * Each school to identify next steps for ‘Attachment’ based practice. * Each school to share attachment based practice with all stakeholders e.g. A-Z of Attachment * All staff who carry out interventions to develop a bank of lessons and activities to support health and wellbeing and share best practice. (Park View only) * Create discussion prompts to support distressed children for consistency and to support de-escalation and relationship building. ( Park View only) * Utilise the Barnardos service to foster better links between school and home to support pupil and parent wellbeing. (Park View only) * As a Digital School, utilise the Teacher Toolkit for cyber resilience and Internet safety to promote digital wellbeing for upper primary classes * All classes utilise Emotion Works resources to underpin emotional wellbeing ethos and lessons. * Implement termly SHANARRI wheel self-evaluation to continually monitor pupils wellbeing | * Pre and post Attachment audit toolkit will show that the school and staff feel better equipped to support pupils health and wellbeing through attachment based approaches. * Positive feedback from staff following Learning community shared best practice. * Staff, parent and pupil SHANARRI wheel evaluations show improved levels of health and wellbeing. * Bank of lessons for HWB interventions and discussion prompt cards created. * Parents engaged in Barnardos service will give positive feedback via Barnardos evaluation form and positive engagement with the school. * Teachers to be familiar with Cyber Resilience and digital literacy toolkit. * Emotion works resources in use across the school. | \* |  |  |  |  |  | \* | \* |  |  |  | |  |

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| **What is the thinking behind/reason for a particular intervention?**   * Self- evaluation; * data * evidence * information * baselines * consultation | **A change which happens as the result of a programme or activity.**  **Who & What will change?**   * Stretch target (ambition) * Ensure clarity of outcomes – who? (be specific not generic), what? (change aim) and target (improvement – by how much? %, scale etc.) | **How it will change?** | **What measures will you use to monitor/demonstrate progress?**   * On-going information – provides regular and necessary feedback * Qualitative and quantitative information * Short/medium/long term data | **Improve Health and Wellbeing to enable children and families to flourish.** | **Support children and young people to develop their skills for learning, life and work.** | **Ensure inclusion, equity and equality are at the heart of what we do.** | **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.** | **Empower learners to shape and influence actions on sustainability and climate change.** | Pedagogy | Learner Engagement | Strengthening Relationships | Curriculum | Learner Pathways | **Please also provide details of anticipated impact.**  **To be completed at Mid- Year Stage (Dec 2022)** | | **Update on progress of delivery of plans between mid-year stage and end June 2023.**  **To be completed at End of Year**  **(May/June 2023)** |
| **PEF Priority 1: Maths**  Through thorough self-evaluation and analysis of maths tracking data, it has become apparent that some of our pupils are not making the expected progress in Maths and post covid, some groups of pupils have gaps in their learning which is having a longer term impact.  We have also noticed that there is a significant gap between our PEF target pupils and non PEF pupils at key stages:  In P7 48 % PEF pupils are on track versus 95% non-PEF. In P4 56% PEF pupils are on track compared to 100% non PEF pupils; therefore, we will focus our support at these stages. | * 52% of P7 PEF pupils not on track are 2 years behind. With our support measures, we aim to reduce the gap in their attainment: * By June 2023, 4 target P7 pupils will be no more than 1 year behind in Maths and 3 others will be no more than 18 months behind, meaning that 33% are no more than 18 months to a year behind. * By June 2023, 5 target P4 pupils will be on track or no more than 6 months behind, meaning that 83% of PEF pupils will be on track or no more than 6 months behind. | * Use PEF fund to buy in Maths IDL for target pupils and support parents in implementing this at home for homework though a targeted parent workshop. * PEF funded teacher will allow more targeted and focused Maths support groups for targeted groups. | * ACEL data and maths tracking information will show increased attainment levels (see outcomes) * Tracking of teachers’ professional judgements |  | \* | \* | \* |  | \* |  |  | \* |  |  | |  |
| **PEF Priority 2: Writing & Spelling**  Through thorough self-evaluation and analysis of our tracking data, it is apparent that we need to improve our pedagogy and practice in relation to writing in order to improve writing attainment across the school.  We have also noticed that there is a significant gap between our PEF and non PEF targeted pupils, in particular in relation to spelling:  In P7 42% of PEF pupils are on track compared to 73% non PEF.  In P4, 16% of PEF pupils are on track for spelling compared to 44% non PEF. | By June 2023, 2 target P7 pupils will be on track for writing meaning 52 % will be on track rather than 42% of PEF pupils.  In P7 47% (10) PEF pupils are 3 years or more behind in writing  – By June 2023, 5 target pupils will be no more than 2 years behind meaning that we will have reduced this to 24 %.  In P4 10 target pupils will be on track for spelling, meaning that 72% of PEF pupils will be on track for spelling compared to 16%. | * Use PEF fund to pay for IDL for targeted pupils and support parents in implementing this at home for homework though a targeted parent workshop. * Use of PEF funded teacher, allows for a more targeted approach to writing and spelling. | * Tracking of IDL use will show an increase in usage for target pupils. * Tracking of IDL spelling ages will show an increase in spelling ages. * SWST spelling data will show increases in spelling ages. * ACEL data and writing tracking data shows an increase in attainment levels (see outcomes) |  | \* | \* | \* |  | \* |  |  | \* |  |  | |  |
| **PEF Priority 3:**  **PEF Health & Wellbeing**  In Park View, we have noticed that our pupils who require the most health and wellbeing interventions and the most time dedicated to their health and wellbeing because of their distressed behaviour is our PEF target pupils:  Alongside this significant trend, is also the trend that the children who are displaying the most distressed behaviour also have either diagnosed attachment disorders or have significant trauma and adverse childhood experiences :  Across the school, 79% of pupils who receive significant Health and wellbeing interventions are PEF pupils compared to 21% non PEF.  Attendance:  **To Improve Pupil Attendance and Punctuality Rates**  Research has shown a clear link between attendance and attainment.  In Secondary school, children with attendance rates greater than 95% achieve on average between 6 and 7 National 5 qualifications. However, children with attendance rates less than 85% achieve between 2 and 3 National 5 Qualifications therefore we want to ensure our PEF target pupils have the same positive future destinations. Good attendance and punctuality are essential skills for learning, life and work.  Last year our PEF attendance rate was 88.2% compared to 92.4% non PEF. | * By June 2023 75% of identified PEF pupils who receive targeted interventions will have improved levels of wellbeing – (identified and evaluated against internal Health & Wellbeing referral form/Boxall Profiles.)   Improve attendance across the school to improve engagement, health and wellbeing and attainment levels.   * The average attendance over the past 5 sessions for our PEF target group is 92.3%. For the Non-PEF group the average attendance rate is 96.0%. This means there is an average gap of 3.7%. We aim to try to close this gap to 2% by June 2023. | * Alongside whole school measures mentioned in SIP, we will target PEF pupils through: * Sharing attachment based practice with all stakeholders e.g. A-Z of Attachment and use review meetings with parents to do so. * Utilise the PEF funded Barnardos service to foster better links between school and home to support pupil and parent wellbeing. * Implement termly SHANARRI wheel self-evaluation to continually monitor pupils wellbeing. * Use of PEF funded teacher allows all health and wellbeing interventions to run i.e. nurture, CUSTTAD, Wee Worries, GUAB etc * Alongside whole school approaches to improve attendance through SIP, we will have a targeted plan for individuals whose attendance is below 75%. * Look to arrange various extra-curricular clubs before school starts. Similar to the breakfast club, these can be useful to target PEF children to be in school on time. | * Staff and pupil SHANARRI wheel evaluations show improved levels of health and wellbeing. * Parents engaged in Barnardos service will give positive feedback via Barnardos evaluation form and positive engagement with the school. * Feedback from parents identifies that parents feel well-supported when dealing with their child’s health and wellbeing needs.   Tracking of PEF pupil attendance at Breakfast and extra-curricular clubs.   * Monthly recording of attendance rates for whole school overall, whole school PEF group and whole school Non-PEF group. Recorded by PT. * Monthly recording of attendance for each class overall, class PEF group and class Non-PEF group. Recorded by PT. | \* |  |  |  |  |  | \* | \* |  |  |  | |  |