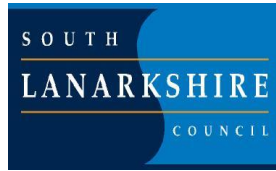


**Education Resources
Curriculum and Quality Improvement Service**

**Establishment Improvement Plan
2019 - 2020**

*David Livingstone Memorial Primary School
and Nursery Class*



**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan
5. Pupil Equity Funding Planning and Reporting

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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Strategic Priorities 3 Year Cycle		
2018 - 2019 (2 nd Year of Cycle)	2019 -2020 (3 rd Year of Cycle)	2020 - 2021
<ol style="list-style-type: none"> Numeracy and Mathematics: Raise attainment for all learners with a focus on planning, tracking and assessing as well as on closing the poverty related attainment gap. Teaching and Learning: Increase consistency of approaches across all stages. Health and Wellbeing: Establish whole school approach to Children’s Rights and increase pupil participation. 	<ol style="list-style-type: none"> Numeracy and Mathematics: Raise attainment for all learners with a focus on pace, challenge and differentiation. Literacy and English: Raise attainment for all learners in Reading with a focus on planning, tracking and assessing, as well as on closing the poverty related attainment gap. Teaching and Learning: Increase consistency of approaches across all stages. 	<p>A significant review and consultation involving all key stakeholders will be undertaken prior to a new cycle Year 1 in May 2020.</p> <p>Things to consider:</p> <ol style="list-style-type: none"> Review of curriculum rationale Review of school’s vision, values and aims

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>Ongoing throughout the session</td> <td>Professional dialogue; questionnaires; collegiate sessions; Inset Days; HGIOS/ HGIOELCC Self-Evaluation</td> </tr> <tr> <td>Pupils</td> <td>Monthly/ Termly</td> <td>Pupil Council meetings; committees</td> </tr> <tr> <td>Pupils</td> <td>Ongoing</td> <td>Assemblies</td> </tr> <tr> <td>Pupils</td> <td>Ongoing</td> <td>Class discussions; questionnaires</td> </tr> <tr> <td>Parents</td> <td>Ongoing</td> <td>Visitor Book; Parent Consultations; questionnaires</td> </tr> <tr> <td>Parents</td> <td>Monthly</td> <td>Parent Council meetings</td> </tr> <tr> <td>Wider Community</td> <td>Ongoing</td> <td>Questionnaires; oral dialogue</td> </tr> </tbody> </table>	Who?	When?	How?	Staff	Ongoing throughout the session	Professional dialogue; questionnaires; collegiate sessions; Inset Days; HGIOS/ HGIOELCC Self-Evaluation	Pupils	Monthly/ Termly	Pupil Council meetings; committees	Pupils	Ongoing	Assemblies	Pupils	Ongoing	Class discussions; questionnaires	Parents	Ongoing	Visitor Book; Parent Consultations; questionnaires	Parents	Monthly	Parent Council meetings	Wider Community	Ongoing	Questionnaires; oral dialogue
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Wider Community	Ongoing	Questionnaires; oral dialogue																							

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

Strategic Priority 1: To raise attainment in Numeracy and Mathematics

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Target	Key Actions (How)	*Lead Person (<i>JL = PT & Numeracy Co-ordinator</i>)	*Timescale	Comments
1	Visit other establishments to see 5-Minute Numeracy Box being used	JL and support staff	May 2019	
1	Review and update Numeracy Pathway and progression planners	JL and all staff	August 2019	
1	Analyse SNSA information to identify next steps	JL and all staff	August 2019	
1	Identify Moderation (Numeracy) trios	SMT and all staff	August 2019	
1	Train key staff members in the use of the 5-Minute Numeracy Box	JL and support staff x 2	August/September 2019	
1	Complete standardised Maths assessments with all P1-7 pupils	All P1-7 staff	September 2019	
1	Introduce Numeracy Ambassadors to support peer learning	JL and P6/7 staff	September 2019	
1	Introduce Catch-Up Numeracy to identified children, with a key focus on those in receipt of FME and/or living in SIMD 1 & 2	JL and support staff x 2	September 2019	
1	Introduce 5-Minute Numeracy Box to identified children, with a key focus on those in receipt of FME and/or living in SIMD 1 & 2	JL and support staff x 2	October 2019	
1	Embed the use of Numicon across all stages to support learning: P1-3 to use Numicon twice a week and P4-7 to use Numicon once a week	All P1-7 staff	October 2019	
1	Develop holistic assessments linked to revised Numeracy Pathway	JL and one other member of staff in partnership with staff from Neilsland PS	Ongoing throughout session	
1	Introduce 'Open Doors' session with a key focus on learning in Numeracy	All staff	November 2019	
1	Organise a parent workshop based on 'Read, Write and Count' bags	KC, LB, BJ	November 2019	
1	Complete interim Numeracy assessment with all P1-7 pupils	All P1-7 pupils	December 2019	
1	Introduce a scrap book family learning challenge for Nursery, P3, P5 and P7	JL and Nursery, P3, P5 & P7 staff	January – March 2020	STEM bid completed in partnership with Neilsland PS
1	Engage in peer visits with a focus on pace, challenge and differentiation	All staff	February 2020	
1	Plan, organise, deliver and evaluate a World of Work Week focusing on the importance of Numeracy skills	DHT (AB)	April 2020	
1	Complete standardised Maths assessments with all P1-7 pupils	All P1-7 staff	May/June 2020	
1	Revise Assessment Calendar to take account of new assessments being introduced	SMT	June 2020	

Strategic Priority 2: To raise attainment for all learners in Reading

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

Target	Key Actions (How)	*Lead Person <i>(AB & NS = Literacy Co-ordinators)</i>	*Timescale	Comments
2	Complete Literacy audit (self-evaluation against framework of Active Literacy implementation)	HT/DHT (AB)	May/June 2019	
2	Train all P1-7 staff in Active Literacy	All P1-7 staff	May/June 2019	Organised by CQIS
2	Train a member of Early Years staff in Bookbug	CH	June 2019	
2	Complete NGRT tests with all P3-6 children	DHT (AB) & P3-6 staff	June 2019	
2	Organise P1-3 texts using bookbanding	DHT (AB), NS, support staff & parent volunteers	June - August 2019	
2	Identify Literacy Coach x 2	DHT (AB) &	August 2019	3 full days training & 3 twilights
2	PM Benchmark all P2/3 children	DHT (AB) & NS	August/September 2019	
2	Visit other schools to see Active Literacy being used	All staff	August – September 2019	
2	Identify Moderation (Literacy) trios	HT/DHT (AB) and all staff	August 2019	
2	Identify 'read aloud' tests for each stage (fiction, non-fiction and poetry)	DHT (AB), NS & all staff	August 2019	Support from CQIS
2	Raise staff awareness of 'Dyslexia Toolkit'	HT, ASN Co-ordinator, Specialist Support Teacher	August 2019	Support from Extended Team
2	Literacy Coaches attend overview training P1-3 and P4-7	Literacy Coaches x 2	August/September 2019	Organised by CQIS
2	Introduce a weekly Bookbug session in Nursery	CH	September 2019	Link with Toddler's Group based at TACT Hall in Blantyre
2	Introduce P6 Reading Buddies in Nursery & P1	DHT (AB)	September 2019	
2	Identify ways to increase parental engagement in children's reading – reading café?	NS and all staff, including Nursery	October 2019 (then termly thereafter)	
2	Introduce a monthly reading challenge for all stages, including Nursery	NS & P1-7 Literacy Leaders	October 2019 (then monthly thereafter)	Link with First Minister's Reading Challenge
2	Re-introduce school and Nursery lending library	NS, P5 Junior Librarians, Nursery staff	October 2019 onwards	Parent volunteers to be sought
2	Literacy Coaches attend training re 'Support Children with Literacy Difficulties'	Literacy Coaches x 2	October 2019	Organised by CQIS
2	Organise a parent workshop based on 'Read, Write and Count' bags	KC, LB, BJ	November 2019	
2	Organise a 'Book Swap' for children of all stages	NS and all children	November 2019 and March 2020	

2	Literacy Coaches attend SLC Network Meetings x 3	Literacy Coaches x 2	November/December 2019 February 2020 May 2020	Organised by CQIS
2	Update Literacy audit (self-evaluation against framework of Active Literacy implementation) and identify next steps – Literacy Support Visit 1	All staff	January 2020	
2	Forge link with local library to increase children and parents' awareness of library facilities and increase library membership	DHT (AB) and Specialist Support Teacher; P1 - P7 and Nursery staff	January 2019 onwards	SST to contact Blantyre Library
2	Literacy Coach attends Catch-Up Literacy training (optional)	Literacy Coach	January/February 2020	
2	Introduce 'Open Doors' session with a key focus on learning in Literacy	All staff	February 2020	
2	PM Benchmark current P1-3 children	DHT (AB), NS & Literacy Coaches	April/May 2020	
2	Complete NGRT tests with all P4-7 children	DHT (AB), NS & P3-6 staff	April/May 2020	
2	Submit assessment data to SLC	DHT (AB)	Mid-May 2020	
2	Literacy Lead Officer and Active Literacy Support Officer visit classes – Literacy Support Visit 2 (optional)	All staff	May 2020	
2	Update Literacy audit (self-evaluation against framework of Active Literacy implementation)	All staff	May/June 2020	
2	Revise Assessment Calendar to take account of new assessments being introduced	SMT	June 2020	

Strategic Priority 3: To improve consistency in Learning and Teaching across all stages

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Target	Key Actions (How)	*Lead Person	*Timescale	Comments
3	Complete surveys re Cost of the School Day with children, staff and parents.	HT	May 2019	
3	Produce a Cost of the School Day position statement.	SMT	June 2019	
3	Identify and introduce approaches to ensure barriers to participation and engagement in the life of the school are reduced for all pupils.	All staff	August 2019 onwards	
3	Review and update Promoting Positive Relationships Policy, including agreed rewards and consequences	All staff, children and parents	August 2019	
3	Establish a school House System and associated rewards	Acting DHT	August 2019	
3	Teacher Leaders deliver session 5 workshop to focus on giving learners responsibility for the learning of others – collaborative learning, peer tutoring and peer assessment	KC & DS	September 2019	
3	All staff to complete professional learning log, engage in appropriate professional reading and begin to put into practice pedagogy discussed in session 5.	All staff	September/October 2019	
3	Teacher Leaders deliver session 6 workshop to focus on learners as owners of their own learning – self-regulated learning	KC & DS	October 2019	
3	All staff to complete professional learning log, engage in appropriate professional reading and begin to put into practice pedagogy discussed in session 6.	All staff	November/December 2019	
3	Teacher Leaders deliver session 7 workshop to focus on reviewing the impact of Tapestry on pedagogy.	KC & DS	January 2020	
3	Complete Staff Audit at the end of this process to highlight progress and next steps.	HT and all staff	February 2020	

National Improvement Framework Key Priorities		
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Key Actions (from previous plans)		
<ol style="list-style-type: none"> Consolidate key learning from Tapestry sessions during 2018/19: reflective practice; learning intentions & success criteria; informed professional judgement; questioning and higher order thinking. Continue to embed learning, teaching and assessment of +2 Language (French) across all classes. Introduce +3 Language into all P5-7 classes. Re-introduce and extend ‘Stay, Play and Learn’ sessions into Nursery, P1 & P2. Continue to develop tracking and monitoring database. Continue to update and review nurture provision to support emotional health and wellbeing, as required. Re-introduce ‘You and Your Child’ training with Nursery parents. Continue to extend staff, children and parents’ knowledge of Children’s Rights and the UNCRC. Further develop links with local community, including local businesses. Continue to enhance pupil and teacher leadership. To extend Forest School initiative. 		

David Livingstone Memorial Primary School and Nursery Class

Pupil Equity Fund

Planning and Reporting

2019-2020

The Gap:

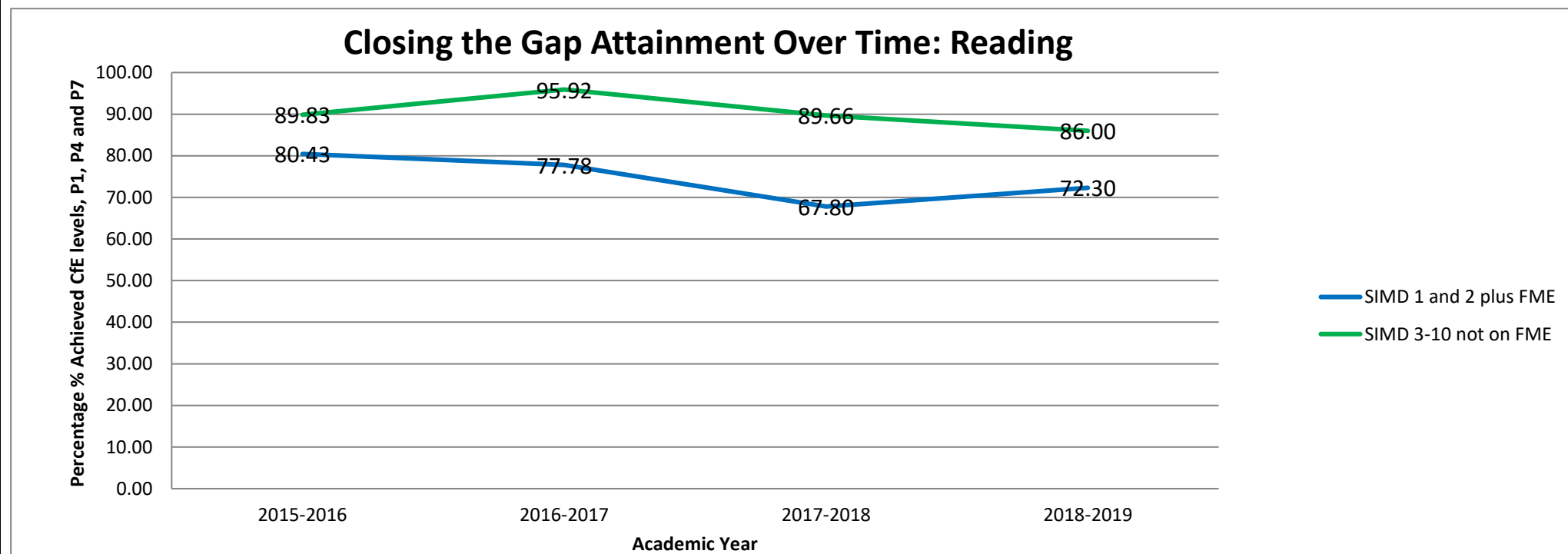
Please provide an overview of your school's poverty related attainment gap making reference to data.

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

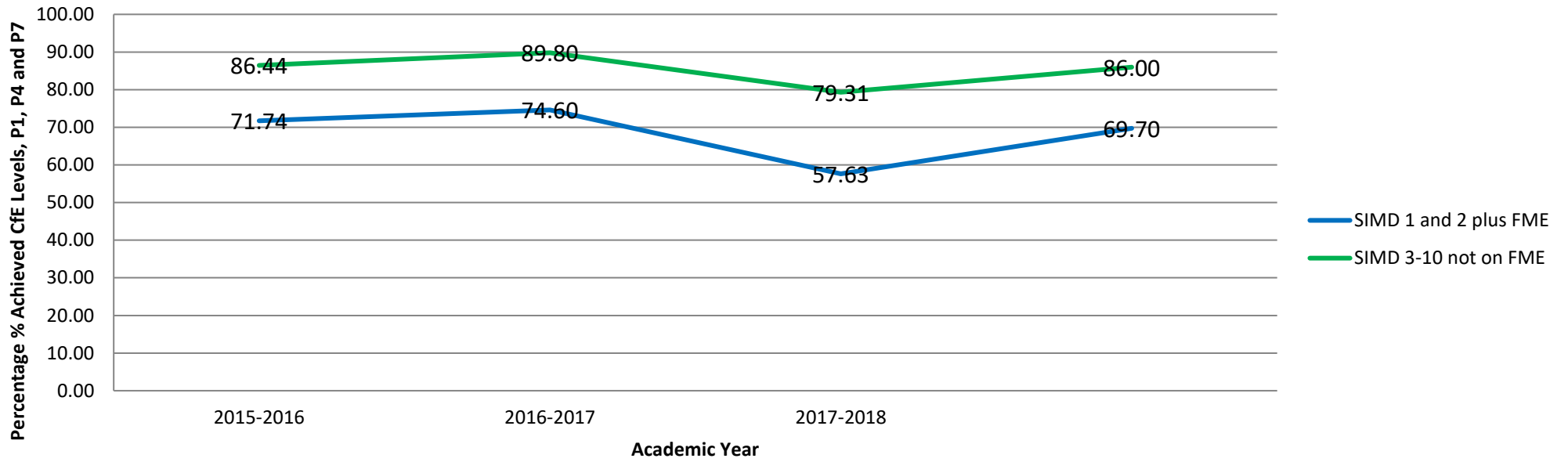
Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

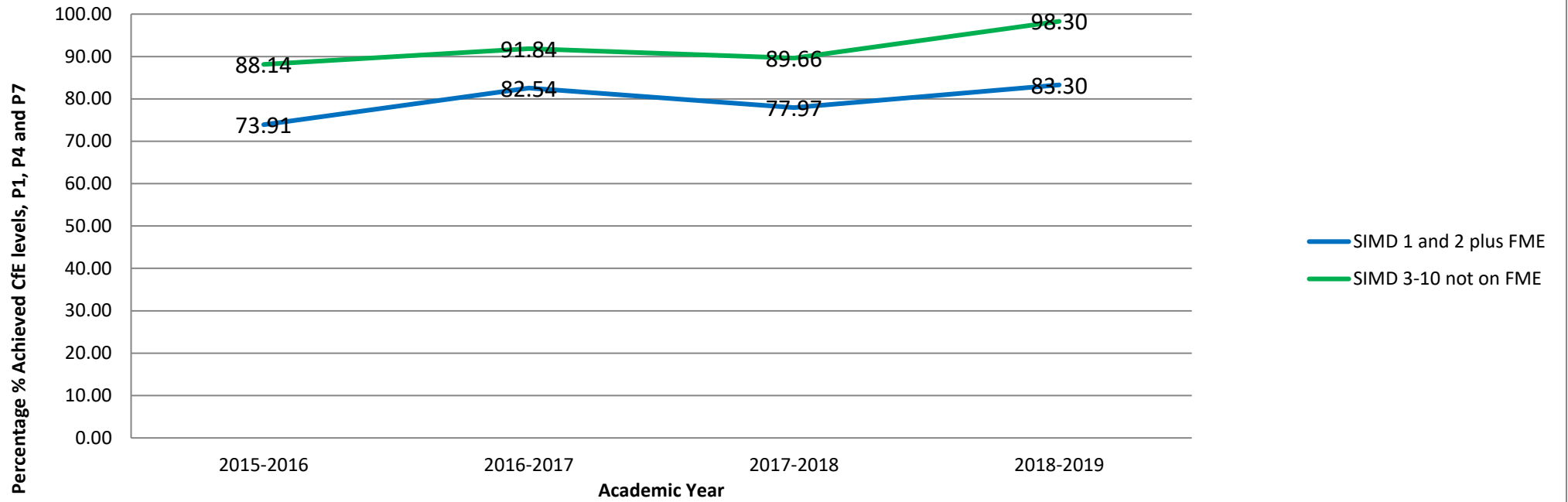
Attainment:



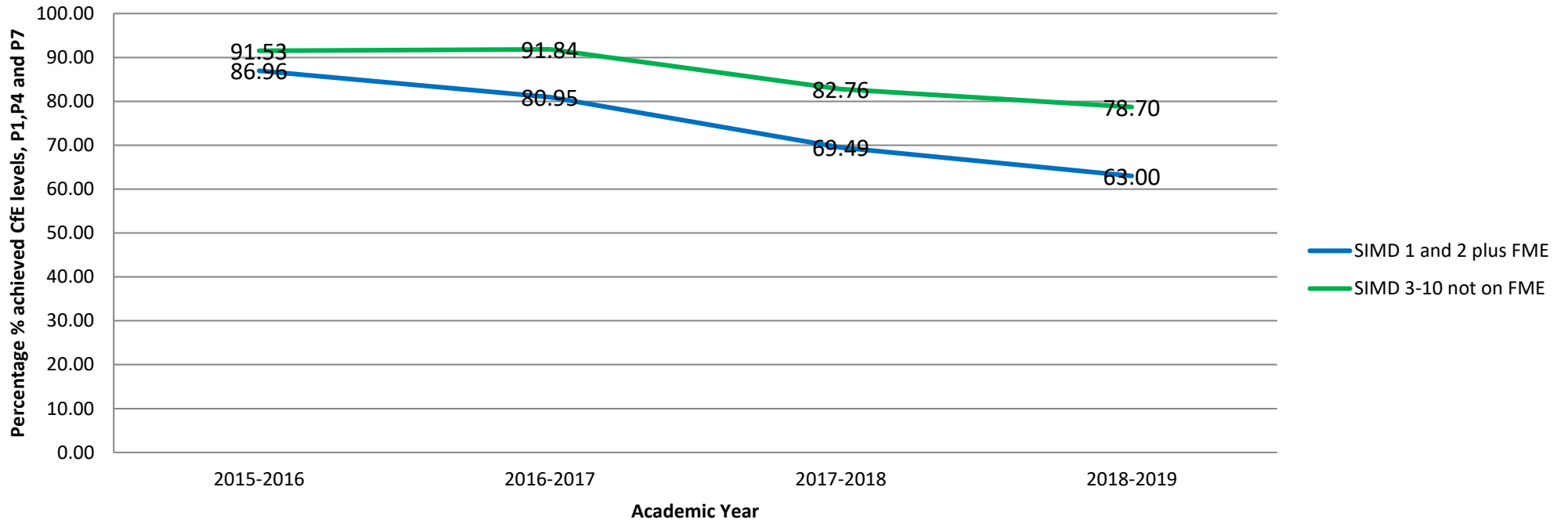
Closing the Gap Attainment Over Time: Writing



Closing the Gap Attainment Over Time: Listening and Talking



Closing the Gap Attainment Over Time: Numeracy



	2016-2017	2016-2017	2016-2017	2016-2017		2017-2018	2017-2018	2017-2018	2017-2018		2018-2019	2018-2019	2018-2019	2018-2019
	Numeracy	Reading	Writing	Listening and Talking		Numeracy	Reading	Writing	Listening and Talking		Numeracy	Reading	Writing	Listening and Talking
SIMD 1 and 2 plus FME	80.95	77.78	74.60	82.54	SIMD 1 and 2 plus FME	69.49	67.80	57.63	77.97	SIMD 1 and 2 plus FME	63.00	72.30	69.70	83.30
SIMD 3-10 not on FME	91.84	95.92	89.80	91.84	SIMD 3-10 not on FME	82.76	89.66	79.31	89.66	SIMD 3-10 not on FME	78.70	86.00	86.00	98.30
Gap	10.88	18.14	15.19	9.30	Gap	13.27	21.86	21.68	11.69	Gap	15.70	13.70	16.30	15.00

These graphs show our whole-school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher judgement. We have made the biggest progress within Reading where the gap has closed by 4.44% in 3 years. Unfortunately, over the past 3 years our gap has increased slightly within Writing, as well as within Listening and Talking and Numeracy. This is partly because of more consistent teacher-judgement and partly because of fluctuating numbers within various stages with children leaving and joining the school. Our stage-by-stage gap over time data reflects this, with biggest increase in gap between June 2018 and June 2019 being recorded within P3 (6%) and P4 (13%) Reading, P4 (21%) and P6 Writing (7%), P4 Listening and Talking (23%) and P2 (5%), P3 (3%), P4 (10%) and P6 (10%) Numeracy. As a result, these cohorts of children will be our focus for interventions and support next session (2019/2020).

Currently, our gap in Reading is 13.70% and in Writing it is 16.30%. Consequently, a whole-school approach to reading and writing is planned through the introduction of Active Literacy. As a school, we have this information per stage and have analysed it at school level. Our analysis shows that our biggest gaps for Reading are with our existing P1 (35% gap), P2 (17% gap) and P6 (30%) gap. In Writing, our biggest gaps are with our existing P1 (35% gap), P4 (11% gap) and P6 (31% gap). In Listening and Talking, our biggest gaps are with our existing P1 (21% gap) and P4 (23% gap).

In Numeracy, our gap is 15.70%. Our biggest gaps are recorded with our existing P1 (21% gap), P2 (17% gap), P4 (34% gap) and P6 (28% gap). These cohorts of children will be the focus for this year's equity fund, as outlined in the plans below.

Attendance:

	95% attendance or above	90 – 94.9% attendance	Less than 90% attendance
Whole school	73.1%	20.0%	6.9%
SIMD 1 + 2 plus FME	58.6%	31.9%	9.5%
SIMD 3-10 no FME	84.7%	10.4%	4.9%

Children from SIMD 3-10 with no FME attend better than targeted children. The gap between children with 90% attendance or above is 4.6%. We will continue to work with families to support them in ensuring that their child attends school regularly.

Exclusion:

	Number of children	% of children excluded
Whole school	0	0%
SIMD 1 + 2 plus FME	0	0%
SIMD 3-10 no FME	0	0%

There is no difference between the 2 groups of children.

Participation and Engagement:

64.9% of our children attended at least one extra-curricular club during 2018-2019. Of this, 68.1% of our targeted children attended at least one extra-curricular club, compared to 62.2% of our children living in SIMD 3-10 with no FME. This is partly due to us targeting certain children for specific clubs. We will now consult with children at the start of the new session (as we do every year) to find out what sort of clubs they would like us to organise and look to apply for funding to secure visiting specialist coaches/trainers.

66.8% of our children have received an achievement out of school. Of this, 60.3% of our targeted children have had this celebrated in school, compared to 72.0% of our children living in SIMD 3-10 with no FME. We will now look to raise targeted children's awareness of activities that are happening in the local area and give parents examples of things that children have classed as an outside of school achievement so that they realise that this does not necessarily mean winning a medal or a trophy at a club. In addition, we are looking to extend our 'Stay, Play and Learn' sessions next year with some of these taking place after-school, as well as introducing a 'Play Challenge' for our new P1 children. All of these activities will count as out-of-school achievements.

We are using the Leuven scale as a whole-school approach to tracking pupil engagement. This has been undertaken for Numeracy lessons this session. The table below shows our results. Next session we will extend this to Literacy sessions too.

Leuven Scale Point	% of pupils from SIMD 1-2 plus FME	% of pupils from SIMD 3-10 with no FME
1. Extremely low	3.4%	0.7%
2. Low	9.5%	5.6%
3. Moderate	24.1%	23.1%
4. High	42.2%	45.5%
5. Extremely high	20.8%	25.1%

This shows that those living in SIMD 1-2 and/or receiving FME tend to be slightly less engaged than those living in SIMD 3-10. We will now consult with children to find out why they might not be fully engaged and identify ways to overcome these barriers. We will also monitor attendance and punctuality figures to see if there is any correlation between these and children's level of engagement.

Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2017/18 Plans Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource			
<p>Outcomes:</p> <ul style="list-style-type: none"> All children targeted for Nurture intervention will have improved wellbeing and their barriers to learning will have reduced. <ul style="list-style-type: none"> 50% of the targeted P1-3 children will be ready to be fully re-integrated back into their mainstream class by March 2020 (their barriers to learning will have closed significantly/completely). Remaining 50% will show increased levels of engagement in most curricular areas, as well as be involved in fewer behavioural incidents. 50% of targeted P4-7 children will be ready to be fully re-integrated back into their mainstream class by March 2020. Remaining 50% of P4-7 children will show increased levels of engagement in most curricular areas, as well as be involved in fewer behavioural incidents. Most of our targeted children will attend an extra-curricular club. 5% increase in the achievements from out of school that are celebrated for targeted children. <p>Measures:</p> <ul style="list-style-type: none"> Pupil attitudes to self and school assessment Boxall Profiles Wellbeing indicators Leuven scale of engagement Classroom observations Learning conversations Play observations Behaviour tracking Attendance Questionnaires – parents, children and staff 	<p>Intervention 1: Developing HWB through Nurture</p> <ul style="list-style-type: none"> P1-3 (targeting 12 children) Nurture sessions will continue x 4 weekly P4-7 (targeting 12 children) Nurture sessions will be continue x 2 weekly Increase the range of extra-curricular clubs that are available for children. Promote what can be included in wider achievements and alert parents to ways in which these can be shared with the school so that they can be celebrated. 			√	√	√	√	√	√	√	Y		

<p>Outcomes:</p> <ul style="list-style-type: none"> • There will be increased consistency in the teaching of Literacy in all classes through the development of a shared Literacy programme/approach. • Staff capability, capacity and confidence in the learning, teaching and assessment of Reading and Writing will improve. • 3% increase in targeted children achieving expected CfE Levels in Reading in P2, P3, P5 and P7. As a result, the poverty-related attainment gap in Reading will decrease by at least 3% in P2, P3, and P7. • 3% increase in targeted children achieving expected CfE Levels in Writing in P2, P5 and P7. As a result, the poverty-related attainment gap in Reading will decrease by at least 3% in P2, P5 and P7. • 2% increase in targeted children achieving expected CfE Levels in Reading and Writing at all other stages. As a result, the poverty-related attainment gap in Reading and Writing will close by at least 2% in all other stages. • Children's confidence in Literacy will improve. • The reading ages of all 8 targeted children using Catch-Up Literacy will increase by at least 9 months. • The spelling ages and reading ages of all 12 targeted children in P2–P4 using the Literacy 5 Minute Box will increase by at least 6 months. • All children will visit the local library at least bi-annually starting in Term 3. • 75% of targeted children will become members of the library and at least 25% will visit it with their parents/carers. 	<p>Intervention 2: Raising attainment in Literacy</p> <ul style="list-style-type: none"> • 12 teachers will undertake Active Literacy training with SLC. • Teacher's Manuals will be purchased for all classes. • 2 Literacy Coaches will be identified and will support staff with the development of Active Literacy following initial training. • New reading books (book-banding in P1-3 and novels in P4-7) will be purchased to support with the delivery of Active Literacy, as required. • One additional member of support staff will be trained in Catch-Up Literacy. Following training, 1 child from the targeted group in P6 and 7 children from the targeted group in P7 whose reading age is at least 18 months below their chronological age will receive Catch-Up Literacy support. • Additional support assistant will work on Literacy 5-Minute Box to support 12 targeted children in P2-P4 who have at least one year's difference between their chronological age and their spelling and reading ages. • Two members of staff will support targeted children in P2 and P7 to help raise attainment in Writing. • P1 and P2 staff will organise and run family 'Stay, Play and Learn' sessions for targeted children. Home-school packs will be produced to support this. 	√			√	√	√	√		√	√	N		
<p>Measures:</p> <ul style="list-style-type: none"> • Attainment data for Literacy: SNSA, standardised tests, teacher professional judgements, Catch-Up assessments, 5 Minute Box assessments, reading and spelling assessments, etc. • Professional dialogue • Learning conversations • Classroom observations • Record of parental engagement • Feedback from parents, e.g. home-school packs, workshops, etc • Leuven Scale of Engagement 														

<p>Outcomes:</p> <ul style="list-style-type: none"> The use of collaborative learning, peer tutoring and peer assessment in Literacy and Numeracy lessons will increase in all classes. Almost all learners will become owners of their own learning in Literacy and Numeracy in all classes. All teaching staff will be able to identify the impact that being involved in Tapestry has had on their professional practice. 	<p>Intervention 3: Teacher Leadership</p> <ul style="list-style-type: none"> Two members of staff will continue in their role as Teacher Leaders and will attend training organised by Tapestry. All class teachers will engage in the Tapestry Programme and read the recommended book 'Embedded Formative Assessment'. 3 Tapestry sessions will be delivered to all teaching staff as part of annual collegiate calendar. 	√	√	√	√	√		√	√	√	√	Y		
<p>Measures:</p> <ul style="list-style-type: none"> Class & peer visits Class displays Pupil focus groups Professional dialogue 			√		√	√	√	√		√	√	N		
<p>Outcomes:</p> <ul style="list-style-type: none"> The Numeracy age of all 9 targeted children using Catch-Up Numeracy will increase by at least 9 months. The Numeracy age of all 12 targeted children using the Numeracy 5-Minute Box will increase by at least 6 months. 3% increase in targeted children achieving expected CfE levels in P5, P6 and P7. As a result, the poverty-related attainment gap in Numeracy will close by at least 3% in P5, P6 and P7. 3% increase in targeted children achieving expected CfE levels in Numeracy in P2 and P3. As a result, the poverty-related attainment gap in Numeracy will close by at least 3% in P2 and P3. 2% increase in targeted children achieving expected CfE Levels in Numeracy for all other stages. As a result, the poverty-related attainment gap in Numeracy will close by at least 2% in all other stages. 50% of all targeted children in P3, P5 and P7 will engage in the family learning Maths challenges. 	<p>Intervention 4:</p> <ul style="list-style-type: none"> Additional class teacher and support assistant will work on Catch-Up Numeracy 2 x weekly with 9 targeted children (3 from P5, 3 in P6 and 3 from P7) who are not achieving expected levels for Numeracy. Support assistants across the school will work on Numeracy 5-Minute Box to support 14 targeted children (4 in P2, 5 in P3, 3 in P4, 1 in P5 and 1 in P6) who are not achieving expected levels for Numeracy. All staff will implement the use of Numicon (purchased and piloted last session) in their classes to help raise attainment and achievement. P3, P5 and P7 staff will organise fortnightly family learning Maths challenges to be completed at home for the duration of one term. 		√		√	√	√		√	√	N			
<p>Measures:</p> <ul style="list-style-type: none"> Attainment data for Numeracy: SNSA, MALT assessments, teacher professional judgement, Catch-Up assessments, 5-Minute Box assessments Professional dialogue Learning conversations Classroom observations Leuven Scale of Engagement Feedback from staff, parents & children. 														

Sustainability:

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

We aim to build on the work of the Pupil Equity Fund by building community, involving all stakeholders throughout to secure commitment for all. This will ensure interventions are continued in the long-term, as people will value and support them beyond their funding.

Having undertaken various CLPL, e.g. Active Literacy, Big Maths, Numicon, Catch-Up, Nurture, Tapestry training, etc, staff will have the confidence, skills capability and capacity to ensure work continues after funding stops. Key staff leads will deliver in-house training to new staff when the funding stops to ensure these approaches continue in the long term. Most resources to support these approaches have been purchased/developed. Strategic financial planning within the school's core budget will ensure money is set aside to replace core resources, as required.

Continuing to ensure effective parental engagement in their child's education will remain a key focus beyond the funding and it is hoped that the success of this will ensure such approaches remain embedded across the school. We will also consider applying for grants to supplement the activities that we have already planned and develop greater joined-up working with schools across our Learning Community as a way to pool resources.