



2021/2022



Crosshouse Primary School & ELC Recovery Planning 2021/2022



Attain, 
Believe & 
Achieve 

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Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>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.</p>	<p>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.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

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<p>2.2 Curriculum</p> <p>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.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>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.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>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.</p> <p>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</p>	<p>Schools should:</p> <ul style="list-style-type: none"> 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 <u>all</u> learners – no matter their experience during remote 	<p><u>Social Subjects Curriculum</u></p> <p>61.9% of staff indicated that we need to work on this area.</p> <p>Work in this area was started in session 2019/2020 but was never completed.</p> <p>Analysis of forward plans by SMT and during forward plan dialogues suggests that there is overlap in the CfE experiences and outcomes across stages.</p>	<p>Appoint social subjects strategic lead: Jackie Noon June 2021.</p> <ul style="list-style-type: none"> Establish improvement working group to take forward social subjects strategic priority. Aug/Sep 2021 Review and audit current Social Subjects curriculum provision. Sep 2021 Analyse, interrogate and evaluate current social subjects rationale, taking account of school vision/values, school context and local and national policy guidance. Oct 2021 Improvement group to engage in professional enquiry and research and engage in professional learning on the development and design of Crosshouse Social Subjects curriculum pathways. Dec/Jan 2021 Improvement group to engage with all stakeholders in forming our social subjects curriculum rationale so that everyone understands what the school is trying to achieve in social subjects. Feb 2021 Provide professional learning activities for all staff, children & parents/carers in relation to the new Social Subjects curriculum. Feb 2021 	<p>Outcomes:</p> <p>All stakeholders contribute to the rationale, design and ongoing development of the social subjects curriculum.-</p> <p>Everyone understands what that school is trying to achieve through its Social Subjects curriculum.</p> <p>All stakeholders are able to talk about how the unique features of the school community inform the design of the social subjects curriculum.</p> <p>Planning for progression in children’s learning in social subjects is in place for the four contexts and shows how knowledge, understanding and skills are built over time.</p> <p>Our social subjects curriculum has a strong focus on developing the skills our children people need in the world of work and our children are aware of a range of careers and the skills required for them.</p> <p>Measures:</p> <ul style="list-style-type: none"> Impact Google Form for staff, parents/carers and learners. Class Visits Social Subjects Curriculum rationale and pathways.
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<p>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.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>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.</p> <p>Theme 4: Skills for learning, life and work</p> <p>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.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<p>learning or level of engagement over the last session.</p> <ul style="list-style-type: none"> 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. 	<p><u>Play Based Pedagogy</u></p> <p>33.3% (7 members of staff) indicated that we need to work on this area of pedagogy. This equates to ALL of the staff in the infant department.</p> <p>During PDRs 100% of P1 & P2 staff (5 teachers) indicated that they would like to take part in further training and development on play based pedagogy.</p>	<p>Identify Play Based Learning Lead – Heather Ferguson & Megan Alexander</p> <ul style="list-style-type: none"> Establish improvement working group to take forward social subjects strategic priority. Review and audit current play based pedagogy using SLC PBL audit document. Improvement group to engage in professional enquiry and research and engage in professional learning on the development of play based pedagogy. 1 (possibly 2) members of staff to attend Strathclyde University CLPL from august-December. Improvement group to engage with all stakeholders in forming our play based pedagogy rationale so that everyone understands what the school is trying to achieve. Provide professional learning activities for all infant staff, children & parents/carers in relation to play based pedagogy. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Children appear calm, settled and engaged in their learning, which has been reflected through the initial use of the Leuven Scale and also through wellbeing baselines and summative assessments. Children are able to independently lead their own learning and are beginning to identify their own next steps by selecting resources to consolidate and transfer their learning into play based activities and using resources to explore their understanding of key concepts and skills. Children have a greater understanding of their world around them and are able to make connections through play. There has been a reduction in the number of distressed behaviours displayed during the initial transition period from ELC to Primary 1. Parental engagement continues to be high and supportive. Parents are confident in supporting their children's play and have commented on how effective the approach has been. <p>Measures:</p>
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<p>2.3 Learning, teaching and assessment</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>We observe learners closely to inform appropriate and well-timed</p>	<p>Schools should:</p> <ul style="list-style-type: none"> 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 <u>challenge</u> and <u>support</u>, 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...) 	<p>STEM</p> <ul style="list-style-type: none"> SSERC Primary Cluster Programme in STEM (started last session) Need to improve confidence and expertise in delivering STEM subjects 	<ul style="list-style-type: none"> STEM SSERC Mentors to ensure they have all undertaken professional learning Mentors ensure roll out of training to all teachers in LC (remotely) Science leads in each school support colleagues LC Moderation Mentors/lead teachers providing advice, support, guidance and support (C Mason to lead) Further develop staff pedagogy, assessment and moderation skills Re establish collegiality across the learning community providing opportunities for support, sharing good practice and moderation activities Video and electronic evidence to be used in pairs/trios for moderation work if COVID restrictions still in place Opportunities for each school to review Sciences policy and Programme <p>Shared LC Cat 2nd Feb 2022</p>	<p>Impact is being measured through SHANARRI assessments, Leuven Scales and class visits.</p> <p>Outcomes;</p> <ul style="list-style-type: none"> Raised teacher confidence and expertise. Increased STEM activities in the classroom. Increased engagement, understanding and knowledge of STEM and higher order problem solving skills. Improved awareness of STEM within the world of work. <p>Measure:</p>
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<p>interventions and future learning. We use feedback effectively to inform and support progress in learning.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p><u>Learning At Home</u></p> <ul style="list-style-type: none"> • 88.5% of parents/carers are very confident or confident when supporting their child with learning at home. 3.8% have no confidence at all and 7.6% have low levels of confidence. • Almost all felt that approaches to home learning required updating to reflect the improvements and developments made during periods of remote learning e.g. Use of Google Classroom. • In their feedback learners indicated that they wanted more variety and choice with home learning. • Most teachers said that homework should feature as part of our home learning policy. • Most teachers (75%) said there was a link between homework engagement and attainment. 12.5% were not sure. 	<ul style="list-style-type: none"> • The new 'Learning At Home' approach will be rolled out across the school in August 2021. It will provide a coherent, progressive and reciprocally interconnected learning experience for all learners. Continuity of Learning IP Priority • Staff training in the new 'Learning At Home' approach. • A suite of 'How to' videos for parents/carers will be developed and shared • A Family Learning Home Learning club will recommence in August 2021. This will be called 'Learning Together At Home' • Equity lead to arrange home learning resources for families 	
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> 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 	<p>95% of staff indicated that we require further support with interventions in numeracy.</p> <p>81% of staff indicated that we require further support with interventions in literacy.</p>	<ul style="list-style-type: none"> Use data gathered from tracking & monitoring and support plans to evaluate progress of individuals and groups – Aug/Oct/Dec 20 Forward plan and tracking discussions (SMT & CT Sep/Nov/Feb/May) All class teachers to plan implement and evaluate specific targeted intervention with identified group of learners, using current EEF research. https://educationendowmentfoundation.org.uk/projects-and-evaluation/ Pupil Equity Fund Planning & Reporting document outlines the key measures and outcomes. Pupil Equity Profile of Spend completed(HT Jun 2021) Class teachers complete termly PEF Impact Evaluations, detailing impact, attainment data and feedback from parents/carers and children (CT Oct, March & June) SSAs with responsibility for interventions complete termly PEF evaluations, detailing impact. (SSAs Oct, March & June) SMT analyse PEF Impact Evaluations and arrange meetings with all class teachers and parents/carers. (Sep/Oct, Jan/Feb, April/May) 3 class teachers to pilot the EEF 'DIY Evaluation Toolkit' SMT to 	<p>See Equity measures & outcomes below.</p>
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<p>ensuring they continue to add value to their achievements.</p>	<p>learner responsibility for their learning and achievement.</p>		<p>support. https://educationendowmentfoundation.org.uk/tools/diy-guide/getting-started/</p>	



Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>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.</p>	<p>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.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>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.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>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.</p> <p>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.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> 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. 	<p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> Survey data from staff and parents/carers in May 2021 highlighted that mental health should be a priority next session. 71.4% of staff feel that developing strategies in relation to children's mental wellbeing should be a strategic priority. 70% of staff have indicated that they would like further professional learning n mental health. 84.6% of parents/carers said the development of mental health should be a high priority for the school. <p>Barnardo's worker – Creative Approaches</p>	<ul style="list-style-type: none"> Appoint a mental health & wellbeing strategic lead to lead an IP group across the year. – Jen McKane. The Glasgow Motivation and Wellbeing profile will be issued to all learners in August 2021 and February 2022. All children will also complete the annual Crosshouse Wellbeing profile. All staff trained in how to analyse the Glasgow Motivation and Wellbeing profiles. Mental health & wellbeing training arranged for all staff including Paths, Place2Be Mental Health Champions training (Foundation stage) HT to register interest in the Place2Be Mental Health Champions for School Leaders Develop a clear mental health and wellbeing strategy for Crosshouse Primary. Improvement Group will develop a high quality mental health & wellbeing curriculum across the school. Introduce Wellness Wednesdays & Mindfulness Mondays across the school. Lead & promote children's mental health week in February 2022. Appoint a staff mental health & wellbeing champion. Arrange a programme of events to support the mental health & wellbeing of staff. 	<p>Outcome: Specific targeted interventions will be identified for all children identified as having significant wellbeing barrier. Almost all of the children's wellbeing barriers will be reduced during 6 month period.</p> <p>Measure: Glasgow Motivation & Wellbeing Profile.</p> <p>Outcome: All staff, children and parents/carers will understand our mental health & wellbeing strategy and curriculum.</p> <p>Measure: Impact Google Form</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Almost all staff feel supported in the workplace and can confidently access help if required allowing them to feel safe and supported in the workplace. All senior managers, buddies and pastoral care leads feel confident in supporting members of staff and can access support if required. Almost all staff feel that their achievements and strengths are recognised. <p>Measure:</p>
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<p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>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.</p> <p>Theme 3: Inclusion & Equality</p> <p>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.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 to gain 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. 	<ul style="list-style-type: none"> • 88.5% of teachers strongly agree & 11.5% agree that they understand and know how to apply procedures relating to safeguarding and child protection. • 77.8% of support staff strongly agree & 22.2% agree that they understand and know how to apply procedures relating to safeguarding and child protection. 	<ul style="list-style-type: none"> • Place2Be counsellor appointed in Learning Community to provide one to one counselling for P6 & P7 learners. • IP group to engage with Mentally Healthy schools resources and provide further staff training. • Mental Health Lead to provide help and support to staff who are carrying our mental health based interventions. • All staff (including facilities staff) trained in current SLC and National Child Protection advice and guidance. August 2021. • Mental Health IP group will issue a consultation survey to all stakeholders to gain an understanding of need based on lock down experience. This will be carried out in Aug/Sep 2021 and repeated later in the year. • Parent/carer support groups to be reintroduced. • All classes to revisit UN Rights of The Child. This will also feature in our assembly programme. • P5 Pupil Leadership Group leading on diversity will raise awareness across the school. 	<ul style="list-style-type: none"> • Staff wellbeing questionnaire issued in August, December & April. <p>Outcome: All learners accessing one to one Place2Be counselling will report a reduction in wellbeing barriers.</p> <p>Measure: Place2Be Strengths & Developments questionnaire issued to child, parent/carer and teacher at the beginning and end of counselling block.</p> <p>Outcome: Interventions and supports will be identified for families indicating wellbeing barriers and there will be a reduction in those barriers for almost all of the families.</p> <p>Measure: Stakeholder Wellbeing Survey</p>
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>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.</p>	<p>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.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>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.</p> <p>3.2 Raising Attainment and Achievement</p> <p>Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change</p> <p>Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose</p>	<p>Schools should:</p> <p>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:</p> <ul style="list-style-type: none"> - 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) 	<p><u>Attendance and Punctuality:</u></p> <p>Attendance data from 20/21 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and attendance encouraged.</p> <p>28.9% of pupils (24) from targeted group (SIMD 1-2 plus FME) have < 90% attendance. (12) of these pupils have <85% attendance.</p> <p>8% of pupils (7 pupils) from targeted group have been late on more than 10 occasions. 3 children have over 30 late comings and 1 child has over 60 late comings.</p>	<p><u>Attendance and Punctuality:</u></p> <p>Baseline attendance and punctuality figures noted for each pupil.</p> <p>Attendance and punctuality figures will be monitored weekly by equity lead and Barnardo's family link worker – any patterns of non-attendance/lateness will be identified. Parents/carers and pupils will be notified when improvements in attendance/punctuality take place to encourage more of this – good news story home.</p> <p>Questionnaire/dialogue undertaken by Equity Lead with identified pupils in September to understand what specific barriers are.</p> <p>Equity lead will work with Barnardo's family-link worker, who will engage with identified families to help improve attendance.</p> <p>Equity Lead will liaise with CT to ensure curriculum is relevant, challenging and appropriate for identified pupils.</p> <p>Equity Lead will deliver CAT session in September on how CTs can encourage attendance and punctuality in their class through fostering effective relationships.</p>	<p><u>Attendance and Punctuality:</u></p> <p>Outcome: Attendance figures for targeted group will improve by June 2022:</p> <p>< 90% attendance 24 identified pupils will have attendance greater than 90%</p> <p><85% attendance 12 identified pupils will have attendance greater than 87%</p> <p>Measure: attendance % for targeted pupils monitored weekly.</p> <p>Outcome: Punctuality figures for targeted group will improve by June 2022:</p> <p>8% of targeted pupils with more than 10 latecomings will reduce from 8% to 3% (3 pupils).</p> <p>Measure: Punctuality figures for targeted pupils monitored weekly by equity lead and teamleader.</p>
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<p>appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>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.</p> <p>2.4 Personalised Support</p> <p>Theme 2: Targeted Support</p> <p>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.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p>	<ul style="list-style-type: none"> • Ensure sound financial management of all sources of funding • 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 equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. 	<p><u>Health and Wellbeing:</u></p> <p>Class teachers have identified 99 pupils with wellbeing barriers at the P1-3 stage. Boxall profiles still to be carried out. Leuven scale engagement data shows that most are scoring 2 or less.</p> <p>Whole school analysis of Glasgow Wellbeing Assessment has identified 11 pupils with significant HWB barriers at P4-7 stage. Boxall Profiles still to be carried out. Leuven engagement data shows all identified pupils are scoring 2 or less for most curricular areas. A few of these pupils are displaying distressed and often violent behaviour and struggle to sustain full days in class.</p> <p><u>Literacy:</u></p> <p>Analysis of teacher professional judgment and assessment data has identified a number of pupils in P2 (7), P3 (9) P4 (12), P5 (7) P6 (6) who are not on track to achieve expected levels in literacy. Leuven engagement data shows these identified pupils score 3 or fewer when undertaking learning in numeracy.</p>	<p><u>Health and Wellbeing:</u></p> <p>P1-3 (19 pupils) and P4-7 (11 pupils) Nurture Classes will continue twice weekly.</p> <p>Nurture Lead Teacher will provide CLPL for all staff at CAT nights in September, October and November. She will support all staff in developing Nurturing Principles across the whole school beyond the Nurture classes, using Nurture UK</p> <p>Nurturing Schools Programme framework as audit and evaluation tool.</p> <p>Class teachers will use Boxall Profile findings to plan interventions within their class to target the wellbeing of specific children.</p> <p>School to achieve Nurturing Schools status through the Nurture UK's Nurturing Schools Programme by February 2022.</p> <p><u>Literacy:</u></p> <p>SSAs paid through PEF will work with all pupils daily to undertake the Catch-Up Literacy programme.</p> <p>PEF teacher will release CTs to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</p>	<p><u>Health and Wellbeing:</u></p> <p>Outcome: By June 2022, all pupils targeted for Nurture intervention (30 pupils) will have improved wellbeing; their barriers to learning will have reduced. 50% of these pupils (15) will be ready to be integrated back into their mainstream class full-time by March 2022 (their barriers to learning will</p> <ul style="list-style-type: none"> - have closed significantly/completely). - Remaining 50% (15) will be sustaining longer periods of time in their mainstream classes with increased levels of engagement in most curricular areas by June 2022. <p>Measure: Boxall Profile every 6 weeks. Leuven scale of engagement every 6 weeks.</p> <p><u>Literacy:</u></p> <p>Outcome: By June 2022, identified pupils in P2 (7), P3 (9) P4 (12), P5 (7) P6 (6) will have a reading age within the expected age range or no less than 6 months behind their chronological age.</p> <p>Measure: Star Reading assessment in October, Feb and May.</p>
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<p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p> <p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p>	<ul style="list-style-type: none"> 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. 	<p><u>Numeracy:</u></p> <p>Analysis of teacher professional judgment and assessment data has identified a number of pupils in P2 (9), P3 (9) P4 (13), P5 (11) P6 (13) who are not on track to achieve expected levels in numeracy. Leuven engagement data shows these identified pupils score 3 or fewer when undertaking learning in numeracy.</p>	<p>New texts will be purchased, which will engage these pupils in reading. Pupils will visit the in-school library each week to ensure they have appropriate texts at home to read for enjoyment.</p> <p>CT will provide an 8-week learning block after-school for identified pupils and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home.</p> <p>CT will provide an 8-week learning block after-school for identified pupils and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home.</p> <p><u>Numeracy:</u></p> <p>PEF teacher will release CT to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</p> <p>CT will provide an 8-week learning block after-school for identified pupils and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home.</p>	<p>Catch Up assessment.</p> <p>Ongoing active literacy assessments.</p> <p><u>Numeracy:</u></p> <p>Outcome: By June 2022, P2 (9), P3 (9) P4 (13), P5 (11) P6 (13) will be within their expected age-range for mathematics and numeracy.</p> <p>Measure: MaLT in May 2021 is baseline. Further assessment in February 2022 and SNSA for P4 and P7 pupils in May 2022.</p> <p>Ongoing assessment throughout session utilising in-school numeracy assessments.</p>
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<p>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</p> <p>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.</p>				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website and other relevant reading. Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 5% of PEF allocated to Participatory Budgeting. Almost all parents/carers, learners and staff indicated that the physical resource packs had a positive impact on learners' ability to engage with learning at home. 	<ul style="list-style-type: none"> Equity lead will facilitate a group of stakeholders to consider, explore and come up with suggestions in relation to Participatory Budgeting. Equity lead will ensure all learners in the target group have the necessary resources at home to support home learning. All learners will be issued with a home learning pack. Learners in the target group will receive additional items, if required. 	<p>Outcome: PB group will consult with wider stakeholders and vote on how the money should be spent.</p> <p>Measure: By April 2021 the PB fund will be spent on the items voted for by the PB group and other stakeholders.</p> <p>Outcome:</p> <ul style="list-style-type: none"> All families and learners in the target group will have almost all the necessary resources at home to support home learning. <p>Measure:</p> <ul style="list-style-type: none"> Monthly home learning engagement monitoring. Home learning survey issued

	<ul style="list-style-type: none">• 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.	<p>Barnardo's Worker:</p> <ul style="list-style-type: none">• Re-establish link between home and school. More school based activities if COVID restrictions allow.	<ul style="list-style-type: none">• Barnardo's worker will facilitate a school gate coffee club, home learning club and cooking club for identified learners where there are low levels of family engagement.	<p>once per term to parents/carers and learners. Physical resources will not be a barrier to engagement.</p> <p>Outcome:</p> <ul style="list-style-type: none">• By June 2022 the engagement levels with home learning for almost all families and learners in the target group will improve. P2 (3 learners) P3 (6 learners) P5 (12 learners) <p>Measure:</p> <ul style="list-style-type: none">• Termly tracking and monitoring of home learning engagement levels.
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