



2022/2023

Crosshouse Primary School & Early Learning & Childcare



School Improvement Plan

**Attain,
Believe &
Achieve**



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School Improvement Plan 2022/2023









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Section 1 – Introduction

Welcome to Crosshouse Primary and Early Learning & Childcare's school improvement plan for 2022-2023. Our plan sets out our objectives and priorities for the coming year ahead.

Our priorities are the building blocks for our school improvement plan and reflect the priorities set out in South Lanarkshire Council's Connect Plan 2022-2027 and Educational Resources Plan 2022-2023.

SLC Council Vision	Improve The Lives and prospects of everyone in South Lanarkshire.				
Education Resources Purpose	Inspiring Learners, Transforming learning, Strengthening Partnerships				
Education Resources Values	Fairness, empathy and the commitment to make a difference to the lives of all learners				
Education Resources Priorities for 2022/23 and beyond	Improve health & wellbeing to enable children and families to flourish. 	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. 	Support children and young people to develop their skills for learning life and work. 	Empower learners to shape and influence actions on sustainability and climate change. 
What we hope to achieve in 2022/23	The mental wellbeing of our children improves.	All interventions are evidencing progress in closing the poverty related attainment gap. Opportunities for families to learn together increases and this has a positive impact on attainment and achievement.	Play based pedagogy is helping to raise attainment for our youngest learners. Our Curriculum Rationale is aspirational and takes account of our unique context. Curriculum progression in STEM, Art & Design and Social Subject is clear.	Children engage in a Financial Education Curriculum which helps them to develop skills for life and work. Children experience a range of key skills to help them to lead their own learning and set targets for improvement. (SLC Key Skills Framework)	Children spend more time outdoors engaging in high quality learning. Our outdoor environment improves, and children enjoy spending time outside.
Our Vision	At Crosshouse Primary School, children at the heart of an inclusive community, where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving.				
Our Values					

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Section 2 – Who We Are & What We Do

Crosshouse Primary School is one of 125 primary schools in South Lanarkshire. Crosshouse is a non-denominational primary school with a current roll of 368 children between the ages of 5 and 12. Our school is greatly enhanced by our Early Learning and Childcare (ELC) Class and 2 Additional Support Needs (ASN) supported classes. We have 32 children in our ELC class.

Crosshouse Primary is located in the Greenhills area of East Kilbride and we are part of the Duncanrig Learning Community.

At Crosshouse Primary School our children, their families and our staff are very proud of our school and the wonderful learning opportunities and experiences we provide. We put the children at the HEART of everything we do and strive to ensure all stakeholders exhibit our values of Happiness, Excellence, Achievement, Respect and Together.

Crosshouse Primary School is an inclusive community where everyone will achieve success for today and be prepared for tomorrow by attaining, believing and achieving.

Our teaching is based on the belief that all children are unique, and each child has differing abilities and educational needs. We set high expectations in everything we do and continually strive to raise standards by providing stimulating activities and experiences that make learning enjoyable.

Our Aims

We aim to provide an education that:

- Promotes active engagement within learning using a range of relevant contexts.
- Creates resilient, highly motivated learners.
- Works in partnership with parents, carers, learners and staff.
- Promotes independent learning to prepare our young people for the future.
- Embeds the four capacities of Curriculum for Excellence.
- Recognises interventions which challenge and support all learners to meet their individual needs.
- Celebrates and provides opportunities for personal achievement.



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Section 3 – How We Wrote The Plan

We asked our children, parents/carers, our staff and our wider community (stakeholders) what was important to them and what they thought we should work to improve. Information from many sources including face to face discussions, online feedback, feedback from improvement groups and surveys has been gathered to help us to write this plan.

In May 2022 162 children, 128 parents/carers and 34 members of staff answered a survey about the areas of improvement they felt should feature in this plan.

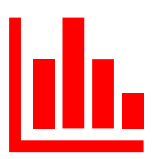
We also looked at core facts and figures about our school, tracking attainment, attendance and achievement trends over time and establishing what the data says about our school.

Finally, we looked at what else is happening in Scottish Education, the UK and further afield, to be guided by good practice, legislation and policy relevant to our activities.



What our stakeholders have told us

Puts the focus on the topics that matter to the people of Crosshouse Primary & ELC.



What the facts and figures tell us

Ensures our actions are backed up by the evidence we see in facts and figures.



What best practice, legislation and policy tells us

Ensures our plan is informed by good practice and in step with legislation and key policies.

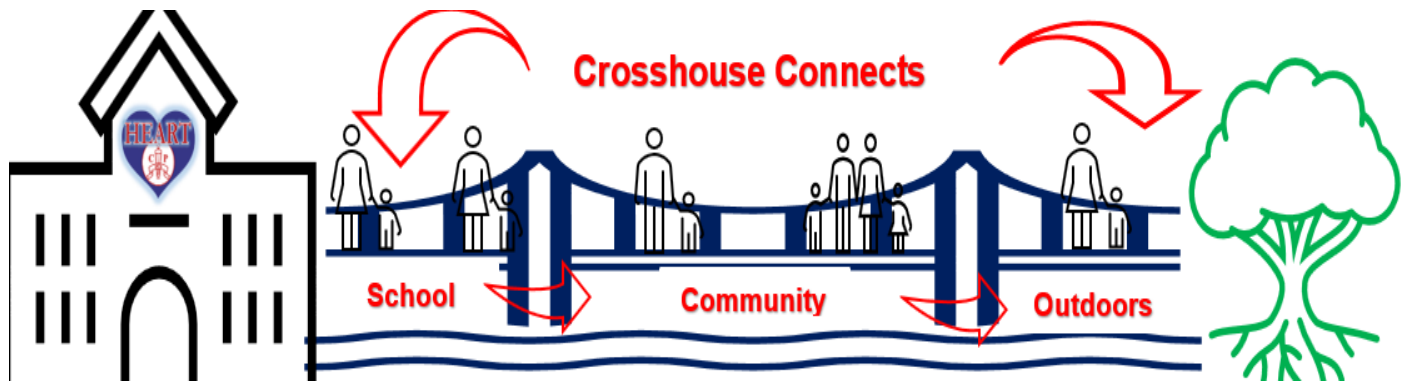


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Section 4 – Our Vision for 2022/2023



Our shared vision for 2022/2023 is

“To connect with our community and the outdoors while improving attainment and closing the poverty related attainment gap by providing a rich and stimulating curriculum, informed by effective pedagogical practices, ensuring that every child attains, believes and achieves”



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Section 5 – Our Priorities

Education Resources set our 5 key priorities for 2022/23 and beyond. As we gathered feedback from our stakeholders for this plan, we realised that the same 5 themes came up time and time again. Therefore, we have decided to use them as the foundations of our plan.



Improve Health & Wellbeing to enable children and families to flourish.



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.



Support children to develop their skills for learning, life and work.



Empower learners to shape and influence actions on sustainability and climate change





Section 6 – Our Outcomes

In our conversations and feedback, our stakeholders told us what they wanted us to work on and what mattered to them.

Although we encountered a wide variety of opinions, when people were asked about what mattered most and what the school should focus on, they talked about similar things. They wanted to see a focus on children's mental health & wellbeing, they wanted to increase the opportunities for family learning, and they wanted us to improve our outdoor environment while taking account of sustainability. Our staff told us that they wanted to take time to develop and improve the curricular areas and pedagogies they had been working on before the COVID 19 pandemic.

Guided by what our stakeholders have told us, we have taken these topics and grouped them under the five priority areas. These outcomes capture what it is that our stakeholders want to see in Crosshouse Primary and ELC.

This plan sets out what we will do to deliver these outcomes for the benefit of everyone in Crosshouse Primary.

These outcomes capture what it is that our stakeholders want to see in Crosshouse Primary and ELC.



Improve Health & Wellbeing to enable children and families to flourish.

- The mental wellbeing of our children improves.



Ensure inclusion, equity and equality are at the heart of what we do.

- All interventions are evidencing progress in closing the poverty related attainment gap.
- Opportunities for families to learn together increases and this has a positive impact on attainment and achievement.



Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

- Play based pedagogy is helping to raise attainment for our youngest learners.
- Our Curriculum Rationale is aspirational and takes account of our unique context.
- Curriculum progression in STEM, Art & Design and Social Subject is clear.



Support children to develop their skills for learning, life and work.

- Children engage in a Financial Education Curriculum which helps them to develop skills for life and work.
- Children experience a range of key skills to help them to lead their own learning and set targets for improvement. (SLC Key Skills Framework)



Empower learners to shape and influence actions on sustainability and climate change

- Children spend more time outdoors engaging in high quality learning.
- Our outdoor environment improves, and children enjoy spending time outside.

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The rest of this plan sets out how we will deliver what our stakeholders have told us they want – our outcomes.





Section 7 – Delivering The Plan

Improve Health & Wellbeing to enable children and families to flourish.

- The mental wellbeing of our children improves.

What our stakeholders told us

COVID 19 pandemic and lockdowns have had an impact on the mental health of children and families.

Increase in children displaying distressed behaviours either at school or at home.

Access to mental health support is limited due to waiting lists.

No current system in place to track the holistic wellbeing of children.

Increase in demand for Nurture, counselling and other wellbeing supports through staged intervention.

Review mental health and wellbeing curriculum including progression pathways.



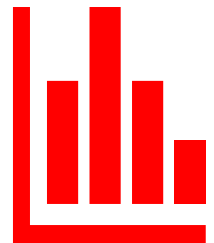
Data

Increase in the number of children absent from school due to mental health related issues.

In 2021, residents in SLC scored their life satisfaction, happiness and sense of purpose lower than the Scottish average.

Number of children accessing our Nurture provision has doubled.

100% of children accessing counselling through schools reported a positive impact on mental health.



Other key considerations

COVID 19 pandemic has had a significant impact on mental health and wellbeing overall.

Lockdown and pandemic harmful to many (distress, anxiety, worry)

Almost all studies showing rise in reported distress, anxiety, mood

Highest level of mental health need reported between June 20- Feb 21 when restrictions highest (Anna Freud research)

Robust evidence that there was a disproportionate impact for children with pre-existing mental health needs/ low incomes/ ASN (especially ASD), LGBTI, BAME, Girls

Bereavement (8% - 21%) of children impacted (Source PHS/CELSUS)





Improve Health & Wellbeing to enable children and families to flourish.

What we will deliver (deliverables)



- Review & develop our Mental Health & Wellbeing Curriculum.
- All staff engage with Place To Be mental health & wellbeing training.
- All staff trained in using Glasgow Motivation & Wellbeing Profile (GMWP) data to improve wellbeing for learners.
- Roll out use of Healthy Schools programme.
- Increase Nurture provision.
- Introduce Nurture Group breakfast club.
- Develop sensory room provision to support targeted learners.

What success will look like (outcomes)



- Staff confidence & knowledge of supporting children's mental health will improve.
- Almost all learners report improvement in mental health.
- Almost all learners attending Nurture provision will return to class full time in August 2023.
- Almost all learners with access to sensory space reduce distressed behaviours.
- Attendance & wellbeing improves for 6 children from target group attending Nurture breakfast club.

How we will measure success (measures)



- Leuven Engagement data in HWB.
- Glasgow Motivation & Wellbeing Profile data.
- GL Pupil Attitude to Self & School (PASS) Assessment Data.
- Pre & post questionnaires
- Boxall Profiles.
- Attendance and late coming data.



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Ensure inclusion, equity and equality are at the heart of what we do.

- All interventions are evidencing progress in closing the poverty related attainment gap.
- Opportunities for families to learn together increases and this has a positive impact on attainment and achievement.

What our stakeholders told us

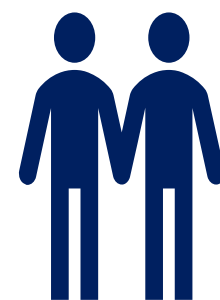
More opportunities for families to learn together so that parent/carers can support their children at home.

More time for class teachers to spend with children 1:1 or in small groups to support interventions.

Support and targeted work are required for children and families in the target group to increase attendance.

Access to support for ASN children and families has been limited due to the COVID 19 pandemic.

Increase in the complexity of need of ASN, including distressed behaviours at home and school.



Data

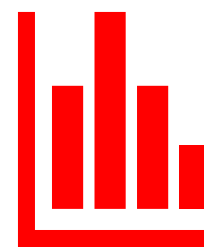
Our children live in SIMD deciles 2-10. 30% live in decile 3 and 39% in decile 8.

16% of children in receipt of free school meals.

Almost all children in target group who engaged with Catch Up Literacy and Catch-Up Numeracy made progress.

5% attendance gap between target and non-target group.

The attainment gap in literacy and numeracy between target and non-target group exists at all stages.



Other key considerations

Around 21.3% of all children aged 0-15 in South Lanarkshire are in relative low-income households. This is below the 22.4% figure for Scotland as a whole.

Cost of School Day policy. No core curriculum charges.

Impact of the cost-of-living crisis on all families.

Promoting Positive Behaviour & Understanding Distressed Behaviour policy.

The Promise (Independent Care Review) of Scotland's Care system.

Digital Inclusion.



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Ensure inclusion, equity and equality are at the heart of what we do.

What we will deliver (deliverables)



- All ASN staff trained in Social Communication, Emotional Regulation and Transactional Support (SCERTS)
- Introduce Evisense to report to ASN parents/carers.
- Use Evisense to evidence progress in learning across literacy and numeracy.
- Liaise with other establishments to find out more about their use of Bsquared Autism Progress Profiling Tool.
- Develop Cost Of School Day policy.
- Teachers at all stages plan & develop specific targeted interventions with target group.

What success will look like (outcomes)



- Almost ASN staff report increased confidence & knowledge of SCERTS, Evisense & Bsquared.
- Almost all ASN parents report that Evisense has helped them to understand their child's progress in literacy & numeracy.
- Almost all ASN learners show progress in literacy & numeracy and within their individual targets.
- Reduction in reports of distressed behaviours.
- Almost all stakeholders will be aware of school Cost Of School Day policy.
- Almost all learners within target intervention group increase attainment in literacy, numeracy or HWB.

How we will measure success (measures)



- Pre & post staff questionnaires
- Pre & post parent/carers questionnaires.
- Evisense literacy & numeracy data.
- Pre & post CoSD questionnaires.
- Attainment data.
- PPRUDB data.



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Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

- Play based pedagogy is helping to raise attainment for our youngest learners.
- Our Curriculum Rationale is aspirational and takes account of our unique context.
- Curriculum progression in STEM, Art & Design and Social Subject is clear.

What our stakeholders told us

Play based pedagogy has been introduced in P1 but more time is needed to fully develop play-based pedagogy.

Informing parents/carers of our developments in play-based pedagogy is important.

More time is needed for improvement groups to develop our STEM, Art & Design and Social Subjects curriculum.

Our curriculum rationale requires updating and should take account of our unique context.

The progression pathway for learners in science should be clear.

Staff need to be able to access the training and skills to help them support learners with specific targeted interventions.

Teachers and families need to work together when supporting individuals with targeted interventions.



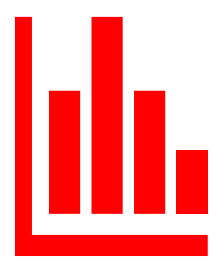
Data

Over 90% of staff indicated that they needed more time to develop play-based pedagogy, STEM, Art & Design and Social Subjects.

Most parents/carers said that they wanted to be more involved in their child's learning through family learning events.

Attainment in writing has improved at P1. Teachers believe this is due to the implementation of play-based pedagogy.

In 2021/2022 attainment in P6 & P7 improved in all areas of literacy & numeracy. These stages received specific targeted intervention and support.



Other key considerations

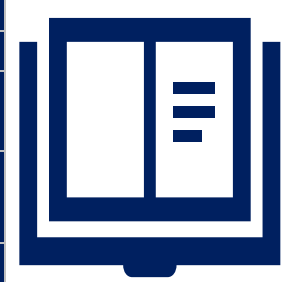
Also see Equity Plan for specific outcomes and measures including stretch aims.

Pedagogy Palette – further engagement with CLPL resource for teachers.

West Partnership – 1 member of staff engaging with Improving our Classrooms.

Moderation work within learning community. Moderation of writing will be the focus for session 2022/2023.

Further engagement with Education Endowment Foundation regarding specific targeted interventions and the research behind them.



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Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

What we will deliver (deliverables)



- Review & develop Social Studies, Science & Art & Design curriculum & progression pathways.
- All staff complete Talk for Writing Training.
- 4 members of staff complete Maths Recovery Training.
- 1 further member of staff trained in Play Based Pedagogy.
- Play based pedagogy developed in P1 & introduced at P2.
- Revisit curriculum rationale.

What success will look like (outcomes)



- Almost all learners increase engagement in Social Studies, Science & Art & Design.
- All forward planning in social subjects, Science & Art & Design shows learner progression.
- All staff in P1 & P2 (inc SSAs) report increased knowledge & confidence in play-based pedagogy.
- Attainment in literacy & numeracy improves at P1 & P2.
- Attainment in writing increases in most stages of school.
- Attainment in numeracy increases in most stages of school.
- Curriculum rationale will reflect current school context.

How we will measure success (measures)



- Leuven engagement data in Social Studies, Science & Art & Design.
- Progression & learner pathways.
- Pre & Post play-based pedagogy questionnaires.
- Attainment data in literacy & numeracy.





Support children to develop their skills for learning, life and work.

- Children engage in a Financial Education Curriculum which helps them to develop skills for life and work.
- Children experience a range of key skills to help them to lead their own learning and set targets for improvement. (SLC Key Skills Framework)

What our stakeholders told us

Financial Education is important to us all and as a Centre of Financial Excellence we have a responsibility to share our experience with others.

Our learners enjoy learning about different careers.

Our local area and the opportunities it provides in terms of future employment is important to us.

Our parents/carers have lots to offer in helping our learners with skills for learning, life and work.

Relevant social studies topics are fundamental in supporting children to develop skills for life and work.

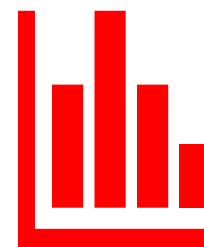


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Almost all staff felt that it was important for children to learn about their local area.

In 2020 there were an estimated 18,000 people in South Lanarkshire who were earning less than the UK living wage.

16% of children in receipt of FME.



Other key considerations

South Lanarkshire residents earn an average of £15.28 per hour in 2021, with unequal pay leading to a gender pay gap of £1.86

There are just under 10,000 active businesses in South Lanarkshire, accounting for 5.4% of all Scottish active businesses.

Seek positive destination data.



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Support children to develop their skills for learning, life and work.

What we will deliver (deliverables)



- Continue to develop Financial Education as part of the Centre of Excellence programme.
- Introduce the SLC Key Skills framework across P1-7 as part of the new SLC Developing Young Workforce Framework.
- Develop a relevant social studies curriculum with progression pathways which incorporate our skills for learning life and work framework.
- Reintroduce Crosshouse Careers and Crosshouse Cares Learner groups for target groups.
- Re-establish Crosshouse Sports Leadership programme.
- Re-establish Leader Led Extra Curricular Activities.

What success will look like (outcomes)



- Most learners are making progress in Financial Education.
- Almost all learners are making progress within the skills for learning & life framework.
- Almost all learners involved in a careers or leadership group show improved knowledge & confidence.
- All children in target group are part of learner leadership group.

How we will measure success (measures)



- Numeracy attainment data.
- PEF Intervention Evaluations.
- Tracking & Monitoring Data.
- Tracking & Forward Planning dialogues.
- Pre & post learner questionnaires.





Empower learners to shape and influence actions on sustainability and climate change

- Children spend more time outdoors engaging in high quality learning.
- Our outdoor environment improves, and children enjoy spending time outside.

What our stakeholders told us

Children want to spend more time outside.

Almost all children want to improve the school grounds.

Staff value outdoor learning and learning outdoors and are committed to increasing the opportunities for learners to learn outdoors.

The quality and safety of the local area is important if learners are to enjoy the outdoors.

People are increasing feeling the effects of rising prices impacting on everyday essentials such as food, clothing, travel and heating.



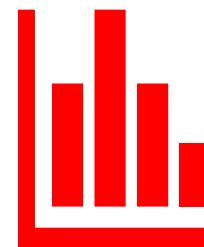
Data

Most children displayed a real interest in learning about sustainability and climate change during our 'Crosshouse Cares About Climate Change' initiative. (COP 26)

Almost all pupil leadership groups suggested that improvements were needed in the school grounds.

In session 2021/22 the Participatory Budget (PB) group focus was on improving school grounds.

Fuel poverty is an issue for many households, with around 1 in 5 experiencing fuel poverty and 1 in 10 extreme fuel poverty.



Other key considerations

The council declared a climate emergency in 2020 and has developed a sustainable development and climate change strategy that sets out the council's priorities as it transitions to net zero.

Protecting and enhancing specific aspects of our local environment s tackled by the South Lanarkshire Biodiversity Strategy, the Air Quality Strategy and Litter Strategy.

Other strategies and plans which make a difference include the Food Growing Strategy and the Good Food Strategy.

TIERS (Travelling, Influencing, Eating, Reduce Resue, Recycle & Shopping) Conference organised by leaners.

Successful approaches to learning outdoors - A report by HM Inspectors February 2022



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Empower learners to shape and influence actions on sustainability and climate change

What we will deliver (deliverables)



- All classes will form a Pupil Leadership Group focussed on sustainability and climate change.
- PB group will consider their actions in relation on suitability & climate change.
- Learners & staff will attend SLC Climate Conference.
- Social Subjects Curriculum will incorporate sustainability and climate change contexts.
- Increase opportunities for learning outdoors and outdoor learning.

What success will look like (outcomes)



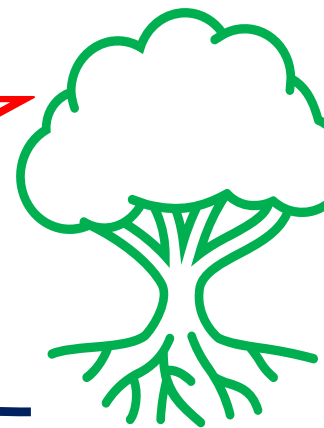
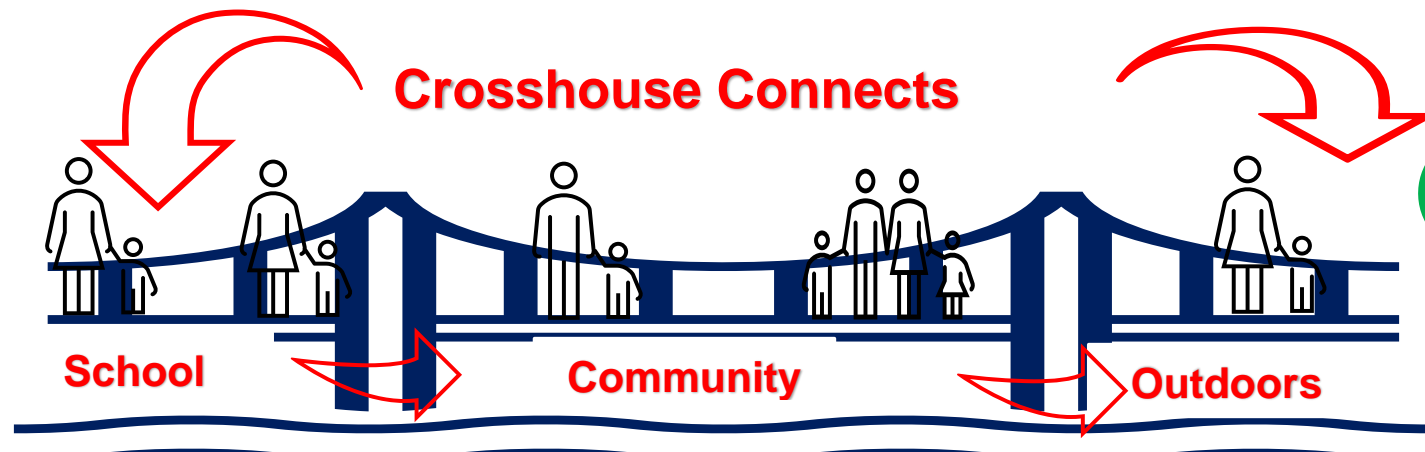
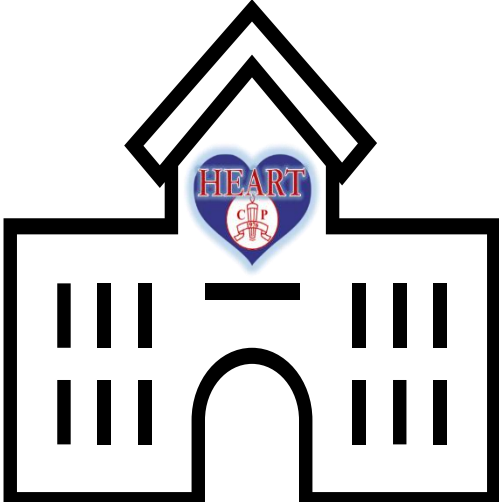
- Most learners will increase knowledge & understanding of sustainability and climate change both locally, nationally and internationally and their role within it.
- Almost all of the PB funding will be used to support a sustainable & environmentally friendly project.
- All children and staff will experience more opportunities for learning outdoors.

How we will measure success (measures)

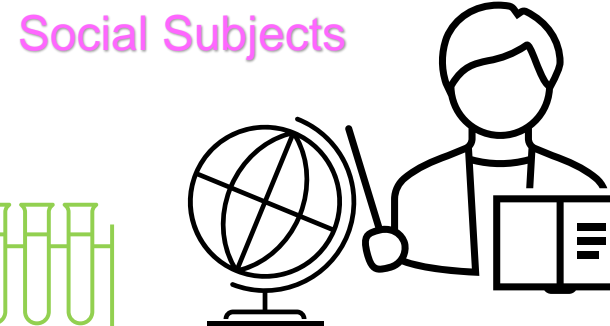
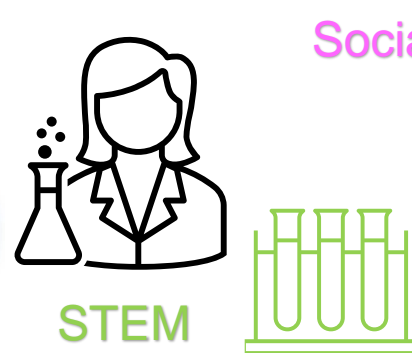
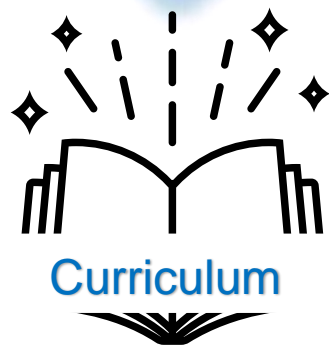


- Pre & post learner questionnaires.
- PB planning & evaluation data.
- Class Timetables, class visits
- Staff & Learner Outdoor Learning Questionnaires.





Crosshouse Primary School & ELC
School Improvement Plan (in pictures)



Improving the quality of life for everyone in South Lanarkshire

Inspiring Learners, Transforming Learning & Strengthening Partnerships

Improve health and wellbeing to enable children and families to flourish.

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.

Support children and young people to develop their skills for learning, life and work.

Empower learners to shape and influence actions on sustainability and climate change.

School

Community

Outdoors

School

Community

Outdoors

Crosshouse IP Rationale 2022/2023: To reconnect with our community and the outdoors while improving attainment and closing the poverty related attainment gap by providing a rich and stimulating curriculum, informed by effective pedagogical practices, ensuring that every child attains, believes and achieves.

Deliverables:

- Review & develop our mental HWB Curriculum.
- All staff engage with Place To Be CLPL
- All staff trained in using GMWP data to improve wellbeing for learners.
- Roll out use of Healthy Schools programme.
- Increase Nurture provision.
- Introduce Nurture Group breakfast club.

Outcomes:

- Staff confidence & knowledge of supporting children's mental health will improve.
- Almost all learners report improvement in mental health.
- Almost all learners attending Nurture provision will return to class full time in August 2023.
- Attendance & wellbeing improves for 6 children from target group attending

Measures:

- Leuven Engagement data in HWB.
- GMWP
- Pre & post questionnaires
- Boxall Profiles.
- Attendance data.



Deliverables:

- All ASN staff trained in SCERTS.
- Introduce Evisense to report to ASN parents/carers.
- Use Evisense to evidence progress in learning across literacy and numeracy.
- Liaise with other establishments to find out more about their use of Bsquare Autism Progress Profiling Tool.
- Develop CoSD policy.
- Teachers at all stages plan & develop specific targeted intervention with target group.

Outcomes:

- Almost all ASN staff report increased confidence & knowledge of SCERTS, Evisense & Bsquare.
- Almost all ASN parents report that Evisense has helped them to understand their child's progress in literacy & numeracy.
- Almost all ASN learners show progress in literacy & numeracy.
- Almost all stakeholders will be aware of school CoSD policy.
- Almost all learners within target intervention group increase attainment in literacy, numeracy or HWB.

Measures:

- Pre & post staff questionnaires
- Pre & post parent/carer questionnaires.
- Evisense literacy & numeracy
- Pre & post CoSD questionnaires.
- Attainment data.

Deliverables:

- Review & develop Social Studies, Science & Art & Design curriculum & progression pathways.
- All staff complete Talk for Writing Training.
- 4 members of staff complete Maths Recovery Training.
- 1 further member of staff trained in Play Based Pedagogy.
- Play based pedagogy developed in P1 & introduced at P2.
- Revisit curriculum rationale.

Outcomes:

- Almost all learners increase engagement in Social Studies, Science & Art & Design.
- All forward planning in social subjects, Science & Art & Design shows learner progression.
- All staff in P1 & P2 (inc SSAs) report increased knowledge & confidence in play-based pedagogy.
- Attainment in literacy & numeracy improves at P1 & P2.
- Attainment in writing increases in most stages of school.
- Attainment in numeracy increases in most stages of school.
- Curriculum rationale will reflect current school context.

Measures:

- Leuven engagement data in Social Studies, Science & Art & Design.
- Progression & learner pathways.
- Pre & Post play-based pedagogy questionnaires.
- Attainment data in literacy & numeracy

Deliverables:

- Continue to develop Financial Education as part of the Centre Of Excellence programme.
- Introduce the SLC Key Skills framework across P1-7 as part of the new SLC Developing Young Workforce Framework.
- Develop a relevant social studies curriculum with progression pathways which incorporate our skills for learning life and work framework.
- Reintroduce Crosshouse Careers and Crosshouse Cares Learner groups for target groups.
- Re-establish Crosshouse Sports Leadership programme.
- Re-establish Leader Led Extra Curricular Activities.

Outcomes:

- Most learners are making progress in Financial Education.
- Almost all learners are making progress within the skills for learning & life framework.
- Almost all learners involved in a careers or leadership group show improved knowledge & confidence.

Measures:

- Numeracy attainment data.
- PEF Intervention Evaluations.
- Tracking & Monitoring Data.
- Tracking & Forward Planning dialogues.
- Pre & Post learner questionnaires.

Deliverables:

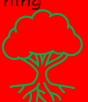
- All classes will form a Pupil Leadership Group focussed on sustainability and climate change.
- PB group will consider their actions in relation on suitability & climate change.
- Learners & staff will attend SLC Climate Conference.
- Social Subjects Curriculum will incorporate sustainability and climate change contexts.
- Increase opportunities for learning outdoors and outdoor learning.

Outcomes:

- Most all learners will increase knowledge & understanding of sustainability and climate change both locally, nationally and internationally and their role within it.
- Almost all of the PB funding will be used to support a sustainable & environmentally friendly project.
- All children and staff will experience more opportunities for learning outdoors.

Measures:

- Pre & post learner questionnaires.
- PB planning & evaluation data.
- Class Timetables, class visits
- Staff & Learner Outdoor Learning Questionnaires.



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