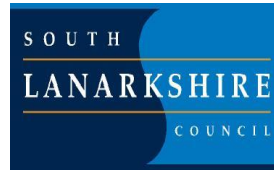


Education Resources  
Curriculum and Quality Improvement Service

**Establishment Improvement Plan  
2019 - 2020**

# **Calderwood Primary School**





**Education Resources  
Curriculum and Quality Improvement Service**

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## Overview of Calderwood Primary School's 3 Year Cycle of Improvement Plan Priorities

### Sessions: 2019/20, 2020/2021, 2021/2022

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy;</li><li>Closing the attainment gap between the most and least disadvantaged children;</li><li>Improvement in children and young people's health and wellbeing; and</li><li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li></ul>			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		SLC Education Resources Themes
<ul style="list-style-type: none"><li>School leadership</li><li>Teacher professionalism</li><li>Parental engagement</li><li>Assessment of children's progress</li><li>School improvement</li><li>Performance information</li></ul>	<ul style="list-style-type: none"><li>1.1 Self Evaluation for self-improvement</li><li>1.2 Leadership for learning</li><li>1.3 Leadership of change</li><li>1.4 Leadership and management of staff</li><li>1.5 Management of resources to promote equity</li><li>2.1 Safeguarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning teaching and assessment</li><li>2.4 Personalised support</li><li>2.5 Family learning</li><li>2.6 Transitions</li><li>2.7 Partnership</li><li>3.1 Ensuring wellbeing, equality and inclusion</li><li>3.2 Raising attainment and achievement/Securing children's progress</li><li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li></ul>		Transforming Learning and Teaching
			Implementing Curriculum for Excellence
			Meeting the Needs of all Learners', GIRFEC and Statutory Duties
			Skills for Learning, Life and Work
			Professional Learning
			Leadership (Change and Improvement)
			Strategic Priorities 3 Year Cycle
2019/2020	2020/2021	2021/2022	
<ol style="list-style-type: none"><li>Raise attainment in literacy and numeracy by ensuring <b>quality and continuity in learning and teaching approaches</b> from Primary 1 to Primary 7. (Year 2 of priority and participation in Tapestry/TLC.)</li><li><b>Improve health and wellbeing</b> outcomes by embedding a whole school approach to <b>nurture</b> and ensure this nurturing approach is supported by a <b>relevant, cohesive health and wellbeing curriculum</b> and a <b>whole school focus on equity</b>.</li><li>Re-evaluate our <b>school vision, aims and values</b> to ensure they are relevant and appropriate for our whole school community.</li></ol>	<ol style="list-style-type: none"><li>Evaluate and review strategies for <b>raising attainment and closing the gap</b> and next steps with/without PEF funding.</li><li>Review numeracy learning and teaching and identify areas for further development.</li><li>Continue focus <b>on improving health and wellbeing outcomes</b> through a whole school nurturing approach and by embedding a structured, cohesive health and wellbeing curriculum.</li><li>Promote and embed revised <b>school vision, aims and values</b>.</li><li>Review <b>Languages 1 + 2</b> provision from Primary 1 to 7 and identify CLPL opportunities/training needs.</li></ol>	<ol style="list-style-type: none"><li>Evaluate the <b>curriculum</b> to identify priority areas for development, ensuring breadth and depth in all curricular areas throughout the school.</li><li>Further develop approaches to allow learners to demonstrate their skills for learning, life and work in a range of contexts.</li><li>Review <b>parental engagement strategies and family learning</b> opportunities.</li><li>Review and further develop approaches to using ICT and new technologies to enhance learning and teaching.</li></ol>	

## Strategic Improvement Planning for Calderwood Primary: Overview of Links to Key Policies

### Session: 2019/2020

#### National Improvement Framework Key Priorities

- 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.

#### Collaboration and consultation

Who?	When?	How?
Pupils	Ongoing throughout session	Discussion/ learning conversations/ questionnaires
Staff/Partners	Meetings/ Ongoing dialogue	Professional dialogue/ evaluations/ questionnaires
Parent Forum	Ongoing	Questionnaires /evaluations
Parent Council	Throughout session	Discussion/ Surveys

#### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

#### HGIOS 4 and Early Learning and Childcare Indicators

- 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

#### SLC Education Resources Themes

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)

## Operational Improvement Planning (Action Plan) for Calderwood Primary School Session: 2019/2020

### Strategic Priority 1: Learning and Teaching

Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7.

#### National Improvement Framework Key Priorities

- 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
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	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: Learning and Teaching

Raise attainment in literacy and numeracy by ensuring **quality and continuity in learning and teaching approaches** from Primary 1 to Primary 7.

Learning and Teaching*				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
Continue Teacher Learning Community groups.	Anne Henderson, Norma Grey and Lisa Ferguson	Teaching staff	Ongoing from August 2019	
Tapestry workshops for teacher leaders followed by school workshops for all teaching staff.			Ongoing from August 2019	
Opportunities for teacher leaders to plan school workshops and reflect in between sessions.			Ongoing from August 2019	
Promotion of professional reading and dialogue on key pedagogical areas such as success criteria, questioning, feedback, peer assessment and target setting.			Ongoing from August 2019	
Reflection on/evaluate impact of Tapestry programme and TLCs.			May 2020	
Build Tapestry and TLC focus into quality assurance procedures.	Jen Innes and SMT		Ongoing from August 2019	
Teaching staff to work in small groups (trios) to carry out a small-scale professional enquiry focused on learning and teaching approaches.	Jen Innes, Jillian Ring, Ashley Combe and Julie Kirkland	Teaching staff	Ongoing from September 2020	
Continue to develop approaches to	Lauren Feenan	Primary 1 and 2 staff	Ongoing from August	

play-based learning in Primary 1 and 2.			2019	
Develop whole-school learning and teaching policy 'What a Good Lesson Looks Like' to support consistency throughout the school.	Jen Innes	Teaching staff, Pupil Council, pupils	From May 2019 (in-service day) – to be completed by November 2019	
Use 'How Good is OUR School' to promote Pupil Voice, pupil leadership and school improvement.	Pupil Council	Pupil body	Ongoing from September 2019	
Implementation of Calderwood Leadership Initiative to support teacher leadership.	Jen Innes	Teaching staff, SMT	Ongoing from October 2019	

Literacy*				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
<p>Embed Active Literacy approaches for spelling/phonics and reading in Primary 1 to 4 and introduce these approaches in Primary 5 to 7.</p> <p>Active Literacy professional learning opportunities for all staff.</p> <p>Introduction of Literacy Coaches to support teaching staff with Active Literacy.</p> <p>Assessments of pupils to monitor impact of teaching approaches.</p> <p>Introduction of 'reading for pleasure' at every stage in the school using Pie Corbett's reading spine.</p>	Lauren Feenan, Anne Henderson, Ashley Combe and Julie Kirkland	All teaching staff	<p>Ongoing from August 2019</p> <p>June/September 2019</p> <p>August 2019</p> <p>Early September 2019</p> <p>August 2019</p>	
Review school writing policy and ensure it is shared with all staff.	Jen Innes	August 2019		

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Numeracy				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
<p>Continue to embed the use of numeracy and mathematics learning pathways and planners across the school, monitoring and evaluating throughout the session, ensuring planners are aligned with numeracy benchmarks.</p> <p>Use numeracy and mathematics learning pathways to support professional dialogue around attainment and progression to ensure appropriate pace and challenge.</p> <p>Ensure effective use of numeracy assessments to benchmark pupil progress.</p>	Jen Innes	Teaching staff, SMT	Ongoing from August 2019	
Review numeracy interventions and consider other approaches to target a larger number of pupils	Jillian Ring		September/October 2019	

Monitoring and Tracking				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
Develop an appropriate model to monitor and track engagement and participation throughout the school.	Jen Innes	SMT, Active Schools	Ongoing from August 2019, to be up-and-running by January 2019	

Developing the Young Workforce
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Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
<p>Compile comprehensive list of community partners to support DYW and SLLW.</p> <p>Produce a whole school vision/policy statement around Developing the Young Workforce to share with staff, pupils, parents and the wider community.</p> <p>Integrate projects with a strong DYW/SLLW skills development focus into our yearly planners.</p>	Maureen Waddell	Teaching staff	Ongoing from August 2019	

**\*Denotes key priorities for this session**

**Operational Improvement Planning (Action Plan) for Calderwood Primary School  
Session: 2019/2020**

## Strategic Priority 2: Health and Wellbeing

**Improve health and wellbeing** outcomes by embedding a whole school approach to **nurture** and ensure this nurturing approach is supported by a **relevant, cohesive health and wellbeing curriculum**.

### National Improvement Framework Key Priorities

- 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
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	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 2: Health and Wellbeing

**Improve health and wellbeing** outcomes by embedding a whole school approach to **nurture** and ensure this nurturing approach is supported by a **relevant, cohesive health and wellbeing curriculum**.

Nurture				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
<p>Review progress towards a whole school nurturing approach and the principles of nurture.</p> <p>Ensure all classes have a 'nurture nook'.</p> <p>Provide overview of nurturing approaches for new staff.</p>	Jen Innes/SMT	Staff team	<p>August 2019 in-service day</p> <p>September 2019</p> <p>August 2019</p>	
<p>Share 'When the Adults Change, Everything Changes' by Paul Dix with all staff to continue to develop thinking around nurturing approaches to behaviour.</p> <p>All staff to attend Sir John Jones speaking event with a focus on closing the attainment gap and 'getting it right' for every pupil.</p>	Jen Innes	<p>Staff team</p> <p>Learning community</p>	<p>September 2019</p> <p>February 2020 in-service day</p>	
<p>Identify pupils who would benefit from targeted nurture support.</p> <p>Run targeted 'nurture group' for identified pupils with trained nurture teacher, evaluating and tracking progress and impact.</p>	Jillian Ring and Catriona Zabiega		Ongoing from September 2019	

Health and Wellbeing Throughout the School*				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
Implement new Jigsaw Health and Wellbeing programme, with professional learning and support available for all staff.	Jen Innes, Anne Henderson	Staff team, SMT, Pupil Council	Ongoing from August 2019	
Review health and wellbeing curricular programme with reference to new resource.			From October 2019	
Review <i>health and wellbeing responsibility of all</i> provision throughout the school.			From October 2019	

Behaviour*				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
Review current behavior policy in light of session's focus on developing a whole school approach to nurture.	Jen Innes	Staff team, Pupil Behaviour Working Party, Parent Focus Group, pupils, parent forum, partners	May 2019 (staff review at in-service day) until September 2019	
Develop a new whole school policy on behaviour, with a focus on the principles of nurture, in consultation with all stakeholders.			August/September 2019	
Share new behaviour policy with all stakeholders.			From October 2019	
Roll out new whole school behaviour policy, ensuring a consistent approach throughout the school.			Ongoing from October 2019	
Review and evaluate new policy with all stakeholders.			May 2019	

Share 'When the Adults Change, Everything Changes' by Paul Dix with all staff to continue to develop thinking around nurturing approaches to behaviour.				
Introduce new 'house' system throughout the school.	Jen Innes	Pupil Council	From August 2019 – to be up-and-running by November 2019	
Develop and implement rigorous planning, monitoring, tracking and review procedures for pupils who require additional support with behaviour.	Jen Innes	Senior management team, staff team, pupils and parents as appropriate	Ongoing from September, to be completed and up-and-running by October break	

**\*Denotes key priorities for this session**

## Operational Improvement Planning (Action Plan) for Calderwood Primary School

### Session: 2019/2020

#### Strategic Priority 3: Vision, Aims and Values

Re-evaluate our **school vision, aims and values** to ensure they are relevant and appropriate for our whole school community.

#### National Improvement Framework Key Priorities

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

### Strategic Priority 3: Vision, Aims and Values

Re-evaluate our **school vision, aims and values** to ensure they are relevant and appropriate for our whole school community.

Vision, Aims and Values				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
<p>Review/evaluate current school vision, aims and values with all stakeholders.</p> <p>Revise school vision, aims and values in light of reviews/evaluations.</p> <p>Promote and embed revised school vision, aims and values through communication and activities with all stakeholders including the wider community.</p> <p>Revise school procedures, programmes and guidelines in light of new vision, aims and values, as appropriate.</p>	Jen Innes	Staff team, Pupil Council, Parent Council, parent forum and partners	<p>From June 2019 (in service with staff)</p> <p>September 2019</p> <p>Ongoing from September 2019</p> <p>Ongoing from October 2019</p>	

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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### Key Actions (from previous plans)

- Continue to embed numeracy planners and evaluate impact. (Jen Innes, HT)
- Modern Languages - Continue roll-out of Languages 1+ 2. (Lead person Jill Ring, DHT)
- Outdoor Learning - Continue to develop the Outdoor Learning Area and begin to integrate aspects into core curriculum as outdoor area develops. (Lead person Julie Kirkland, in collaboration with Parent Council and Pupil Council)
- Support staff to use Working Memory programme and resources confidently to support learning in their classrooms. (Jen Innes, HT, and Lisa Ferguson, Equity teacher)
- Use Dyslexia resources throughout the school to support learners, providing staff training and support as required. (Jen Innes, HT, and Lisa Ferguson, Equity teacher)



**Pupil Equity Fund**  
**Planning and Reporting**  
**2019-2020**

## **The Gap:**

Last session (2018/2019) there were 436 pupils on our school roll. Of these, 10% were in receipt of free school meals and 15% lived in SIMD decile 1 or 2. As is almost always the case, the figures do not always tell the whole story, and, through our close working relationships with pupils and their families, we are aware of a significant amount of other families whose lives are impacted by poverty, either on a long- or short-term basis. As a school and community, we are committed to reducing the cost of the school day in order to support **all** our families. We aim to ensure that all pupils have an equality of access to the curriculum and to any school activity, be it curricular or extra-curricular, and that school does not place an additional financial burden on any of our families.

### **Attainment**

Our data shows that for Session 2019/2020, the stage with the highest number of children in targeted groups is Primary 3, where 31% of our pupils are either in receipt of free school meals or live in SIMD 1 or 2. This is followed by Primary 7 (25%) and Primary 5 (21%). This data will guide where our interventions will be targeted.

Our also data shows that the largest gap between attainment for targeted/non-targeted groups is in Primary 2 for reading (44%), writing (44%), talking and listening (46%) and numeracy (35%). We will tackle this by aiming specific interventions at pupils who did not achieve early level at the end of last year.

Our data shows an attainment gap in reading and writing at all stages apart from Primary 4. As a whole-school priority, we have committed to introducing/embedding Active Literacy strategies from Primary 1 to Primary 7 for reading and spelling in order to address this. This is in addition to targeted interventions for children at risk of not achieving a level. We will also continue our drive to make our school a literacy rich environment where we foster a love of reading in all our pupils.

Our achievement data shows overall better results in numeracy than literacy. Therefore, for this session we will focus mainly on targeted interventions for specific children in numeracy.

We are aware that health and wellbeing can often be a barrier to learning for our pupils, especially those in targeted groups, therefore we will continue our focus on developing a whole-school approach to nurture, in addition to targeted nurture interventions for specific children and groups.

Our 'Closing the gap over time' data shows that the attainment gap in Calderwood Primary is narrowing and, in some areas, closing altogether. This is a testament to the hard work of pupils and staff. Close analysis shows that we still have a lot of work to do and we are committed to supporting all our pupils to achieve at their highest level.

### **Attendance**

For last session, attendance rates for targeted groups was 93.3%, compared to 96.8% for non-targeted groups, meaning a gap of 3.5%.

Although attendance for both groups is above the average for South Lanarkshire schools, we clearly have some work to do to ensure pupils in targeted groups are in school.

Of seven pupils identified last session as requiring additional support/monitoring with regards to their attendance, four of them are children from our targeted group (FME or SIMD 1 or 2). For all seven pupils, over the course of the session we worked with parents, carers and other agencies (as appropriate) to identify barriers to attendance and offer support to overcome these. By the end of the session, 4 of these pupils,

including 3 from the targeted group, saw their attendance improve to satisfactory levels. We will continue to monitor attendance closely, especially with families who we have identified as requiring support, and will access support from other agencies as necessary/appropriate.

### **Exclusion**

There were no exclusions in Calderwood Primary School last session and therefore there is no gap in this area.

### **Participation**

Last session we had an incredible 72% participation rate in extra-curricular activities and 3763 participant sessions. We work hard to ensure that all children, and particularly those in SIMD 1 or 2 or who receive free school meals, are able to access the clubs they would like to attend and we target a spread of clubs to all stages in order to appeal to the highest number of children. We also offer a high number of lunchtime clubs to reduce the barrier of transport or collection arrangements that sometimes come with after-school clubs. Next session we aim to increase participation levels to 80% for both targeted and non-targeted groups. We will also develop a more cohesive tracking system for participation which will allow us to target groups or individuals as appropriate.

### **Engagement**

At present, we are not effectively tracking and monitoring levels of engagement, however, this is a focus within our School Improvement Plan for 2019/2020.

[illegible]

[illegible]

## **Sustainability:**

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

Our investment in CLPL activities, including Tapestry, Active Literacy, Nurture Training, Catch Up Numeracy and Catch Up Literacy, will ensure that staff have increased confidence, knowledge, skills, capability and capacity to continue our work in these areas, ensuring sustainability once funding stops. By identifying and supporting key staff leads, they will have the ability to in-house train new staff where appropriate to ensure that these approaches continue in the long-term. A large amount of the resources required to support these approaches have already been purchased, with plans to purchase more next session. Strategic financial planning within school's core budget will ensure money is set aside to replace core resources, as required. We will also continue to work in partnership with our highly effective and involved Parent Council to fundraise for any necessary resources that cannot be covered by our core budget and apply for grants as appropriate.

The focus on a whole school ethos of nurture in addition to targeted support will ensure that the entire school community will continue to benefit from the nurturing environment and ethos.

We will continue to ensure that effective parental engagement will remain a key focus beyond the funding; it is hoped the success of this will ensure staff and parents will continue to ensure such approaches remain embedded across the school.

With or without Pupil Equity Funding, the focus on identifying our most vulnerable children and families and supporting them through a wide range of activities with the explicit aim of closing the gap in attainment, attendance, inclusion, participation and engagement will remain as a fundamental school aim, emphasised through our strategic improvement planning and embedded in the ethos and the work of our school.