

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 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** School leadership 1.1 Self Evaluation for self-improvement Transforming Learning and Teaching 1.2 Leadership for learning Teacher professionalism 1.3 Leadership of change V 1.4 Leadership and management of staff 🗸 🗸 Parental engagement 1.5 Management of resources to promote equity V Implementing Curriculum for Excellence 2.1 Safeguarding and child protection V Assessment of children's progress 2.2 Curriculum 2.3 Learning teaching and assessment < Meeting the Needs of all Learners', School improvement 2.4 Personalised support GIRFEC and Statutory Duties 2.5 Family learning Performance information 2.6 Transitions 2.7 Partnership 🗸 🗸 Skills for Learning, Life and Work 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 < Professional Learning Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle					
2019/2020	2020/2021	2021/2022			
 Raise attainment in literacy and numeracy by equality and continuity in learning and teachin approaches from Primary 1 to Primary 7. (Year priority and participation in Tapestry/TLC.) Improve health and wellbeing outcomes by er whole school approach to nurture and ensure nurturing approach is supported by a relevant. 	closing the gap and next steps with, of 2. Review numeracy learning and teac areas for further development. 3. Continue focus on improving health outcomes through a whole school n	h/without PEF funding. Iching and identify 2. Further develop approaches to allow learners to demonstrate their skills for learning, life and work in a range of contexts.			
health and wellbeing curriculum and a whole focus on equity. 3. Re-evaluate our school vision, aims and values they are relevant and appropriate for our who community.	4. Promote and embed revised school o ensure values .	new technologies to enhance learning and teaching. from Primary 1 to 7 and			

Strategic Improvement Planning for Calderwood Primary: Overview of Links to Key Policies Session: 2019/2020

s literacy and numeracy:	Collaboratio	n and consul	tation
 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. 			How?
			Discussion/ learning conversations/ questionnaires
	Staff/Partners	Meetings/ Ongoing dialogue	Professional dialogue/ evaluations/ questionnaires
	Parent Forum	Ongoing	Questionnaires /evaluations
	Parent Council	Throughout session	Discussion/ Surveys
HGIOS 4 and Early Learning and Childcare Indicators	SLC Educa	tion Resourc	es Themes
 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 	Meeting the Needs of all Learners',		
2.2 Curriculum	GIRFEC and	Statutory D	uties
• 2.4 Personalised support			nd Work
2.6 Transitions2.7 Partnership	Professional	Learning	
 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 	Leadership (Change and	
n	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	Iliteracy and numeracy; most and least disadvantaged children; le's health and wellbeing; and sustained positive school leaver destinations for all young HGIOS 4 and Early Learning and Childcare Indicators 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership for learning 1.4 Leadership for learning 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 Leadership (Carearing Carearing Carear	most and least disadvantaged children; le's health and wellbeing; and ustained positive school leaver destinations for all young 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 of change 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 Leadership (Change and

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
 School leadership 	 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 	Transform Learning and Teaching/Implement CfE
 Teacher professionalism 	 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	Meeting the Needs of all Learners',
 Parental engagement 	 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 	GIRFEC and Statutory Duties
 Assessment of children's progress 	 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 	Skills for Learning, Life and Work
School improvement	2.6 Transitions2.7 Partnership	Professional Learning
Performance information	 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 	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 (inservice 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	
Embed Active Literacy approaches for spelling/phonics and reading in Primary 1 to 4 and introduce these approaches in Primary 5 to 7.	Lauren Feenan, Anne Henderson, Ashley Combe and Julie Kirkland	All teaching staff	Ongoing from August 2019		
Active Literacy professional learning opportunities for all staff.			June/September 2019		
Introduction of Literacy Coaches to support teaching staff with Active Literacy.			August 2019		
Assessments of pupils to monitor impact of teaching approaches.			Early September 2019		
Introduction of 'reading for pleasure' at every stage in the school using Pie Corbett's reading spine.			August 2019		
Review school writing policy and ensure it is shared with all staff.	Jen Innes	August 2019			

Numeracy				
Key Actions (How)	Lead Person	Key Individuals/ Groups	Timescale	Comments
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. Use numeracy and mathematics learning pathways to support professional dialogue around	Jen Innes	Teaching staff, SMT	Ongoing from August 2019	
attainment and progression to ensure appropriate pace and challenge. Ensure effective use of numeracy assessments to benchmark pupil progress.				
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

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

^{*}Denotes key priorities for this session

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 m 	nost and least disadvantaged children;					
 Improvement in children and young people 	e's health and wellbeing; and					
 Improvement in employability skills and su 	ustained positive school leaver destinations for all young pe	eople.				
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes				
School leadership	 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 	Transform Learning and Teaching/Implement CfE				
Teacher professionalism	 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 	Meeting the Needs of all Learners', GIRFEC and Statutory Duties				
 Parental engagement 2.2 Curriculum 2.3 Learning teaching and assessment 						
 Assessment of children's progress 	 2.4 Personalised support 2.5 Family learning 2.6 Transitions 	Skills for Learning, Life and Work				
 School improvement 	 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 	Professional Learning				
Performance information	 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and 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
Review progress towards a whole school nurturing approach and the principles of nurture.	Jen Innes/SMT	Staff team	August 2019 in-service day	
Ensure all classes have a 'nurture nook'.			September 2019	
Provide overview of nurturing approaches for new staff.			August 2019	
Share 'When the Adults Change, Everything Changes' by Paul Dix with all staff to continue to develop thinking around nurturing approaches to behaviour.	Jen Innes	Staff team	September 2019	
All staff to attend Sir John Jones speaking event with a focus on closing the attainment gap and 'getting it right' for every pupil.		Learning community	February 2020 inservice day	
Identify pupils who would benefit from targeted nurture support. Run targeted 'nurture group' for identified pupils with trained nurture teacher, evaluating and tracking progress and impact.	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 health and wellbeing responsibility of all 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,	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.		partners	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 Prioritie	s									
 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										
School leadership	 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 	Transform Learning and Teaching/Implement CfE								
 Teacher professionalism 	 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 	Meeting the Needs of all Learners',								
 Parental engagement 	2.2 Curriculum	GIRFEC and Statutory Duties								
Assessment of children's progressSchool improvement	 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 	Skills for Learning, Life and Work								
Performance information	 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing 	Professional Learning								
	 children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and 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							
Review/evaluate current school vision, aims and values with all stakeholders.	Jen Innes	Staff team, Pupil Council, Parent Council, parent forum and partners	From June 2019 (in service with staff)								
Revise school vision, aims and values in light of reviews/evaluations.		, i	September 2019								
Promote and embed revised school vision, aims and values through communication and activities with all stakeholders including the wider community.			Ongoing from September 2019								
Revise school procedures, programmes and guidelines in light of new vision, aims and values, as appropriate.			Ongoing from October 2019								

Calderwood Primary School Maintenance Improvement Planning

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.

• Improvement in employability skills and sustained positive school leaver destinations for all young people.							
National Improvement Framework	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes					
Key Drivers							
 School leadership 	 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 	Transform Learning and Teaching/Implement CfE					
 Teacher professionalism 	 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 	Meeting the Needs of all Learners', GIRFEC and Statutory Duties					
Parental engagement	 2.1 Saleguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 	City Dates					
 Assessment of children's progress 	2.4 Personalised support2.5 Family learning2.6 Transitions	Skills for Learning, Life and Work					
 School improvement 	 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing 	Professional Learning					
Performance information	 5.2 Raising attainment and achievement/securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Leadership (Change and Improvement)					

Session: 2019/2020

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 he 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.

Outcomes and Measures ***All outcomes will be achieved by June 2019***	Intervention Description New Interventions – description and clear rational Max 200 words		rvent		Org	ganis	ser	Type of intervention		= =		= =		I									Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant	or N?												
 Outcomes: An increased continuity in learning and teaching strategies used to support the needs of all learners. Increase in collaborative and collegiate working amongst teaching staff to reflect on effective pedagogies to improve attainment and engagement in their classrooms. An increased range of pedagogies used confidently by teaching staff to engage learners and improve attainment, with a specific focus on identified individuals. Teaching staff will have an understanding of the theory behind effective strategies. Measures: Staff evaluations/questionnaires Quality assurance activities including learning observations, peer observations and learning conversations Attainment data, SNSA, teacher professional judgement for CFE levels, other assessments, Monitoring and tracking meetings Professional dialogue Leuven Scales of Engagement Staff engagement and feedback from professional learning opportunities 	 Intervention 1: TAPESTRY All teaching staff will participate in Tapestry professional learning opportunities and TLC groups to enhance knowledge and understanding of effective pedagogies to raise attainment and increase engagement. All teaching staff will work collaboratively in small groups to support each other and share good practice. All teaching staff will participate in small-scale professional enquiry activities based on AiFL and effective teaching and learning. Tapestry learning and teaching pedagogies will be a focus of quality assurance activities. 		✓		✓	✓			✓															
 Outcomes: A shared and consistent approach to literacy learning and teaching from Primary 1 to Primary 7. A 5% increase in attainment in reading for all groups at Primary 3, to bring this closer to the national and SLC average, and a 2% increase at Primary 5, 6 and 7. A 5% increase in attainment in reading for targeted groups in Primary 2 and an additional 2% increase in Primary 3 to begin to close the attainment gap at these stages. Measures: Attainment data for literacy: SNSA, other standardised assessments, teacher professional judgement for CfE levels, Catch-up assessments, other assessments. Monitoring and tracking meetings 	 Intervention 2: ACTIVE LITERACY Active Literacy strategies in reading and spelling will be embedded from Primary 1 to 4 and introduced in Primary 5 to 7. All teaching staff will attend Active Literacy training. Two Literacy Coaches will be trained to support teaching staff implement strategies in their classrooms. All teachers will introduce daily reading for pleasure sessions in class. SMT will resource this through purchase of books, novels, training manuals and other resources. All SMT members will attend 	✓			✓				>															

 Professional dialogue. Quality assurance activities including classroom visits, peer visits and learning conversations. Staff engagement and feedback from professional learning opportunities. Leuven scales of engagement 	manager training for Active Literacy.					
 Outcomes: All staff will have a knowledge and understanding of the Principles of Nurture and these will inform practice and relationships in school. School policy and procedure will support a whole-school nurturing ethos. All children targeted for Nurture intervention will have improved wellbeing; their barriers to learning will have reduced. All children will be able to sustain longer periods of time in class/periods of time without additional support. Measures: Staff self-evaluations Boxall Profiles Wellbeing indicators Leuven scale of engagement Classroom observations Learning conversations Work monitoring Play observations Monitoring and tracking meetings Surveys – parents, children and staff Behaviour statistics Time in class 	 Intervention 3: NURTURE All staff will have an understanding of the principles of nurture and will use these daily to underpin learning, teaching and daily interactions with pupils (including behaviour management). Staff will continue to engage in professional learning opportunities and challenge their thinking around nurture. Nurturing principles will sit behind any revised school policies or procedures. Our Nurture Room will be used regularly to run sessions to support the health and wellbeing of targeted pupils. 	✓	✓			
 Outcomes: All children 'not on track' or 'at risk of not being on track' in literacy or numeracy will be supported by either class-based or additional teacher supported interventions. A 5% increase in attainment in reading for all groups at Primary 3, to bring this closer to the national and SLC average, and a 2% increase at Primary 5, 6 and 7. A 5% increase in attainment in reading for targeted groups in Primary 2 and an additional 2% increase in Primary 3 to begin to close the attainment gap at these stages. A 6% increase in attainment in numeracy in targeted groups in Primary 7 to decrease the attainment gap at this stage. Measures: Attainment data for literacy and numeracy: SNSA, other assessments, teacher professional judgement for CfE levels, Catch-up assessments Monitoring and tracking meetings Class intervention recording sheets Data from individual interventions Professional dialogue Quality assurance activities including learning conversations 	Intervention 4: LITERACY AND NUMERACY INTERVENTIONS • Teaching staff will work collaboratively with SMT and our PEF funded teacher to identify pupils who would benefit from literacy/numeracy interventions, especially specifically targeted groups and stages. Interventions will be planned, monitored and impact measured by our PEF funder teacher (0.6) • A range of interventions are on offer and will be selected as appropriate.		✓			

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.