



South Lanarkshire Council

Recovery School Improvement Planning August 2021



Woodside Primary School

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. • Consider how cross curricular themes can support the delivery of different curricular areas. • Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. • Ensure all curricular areas are being covered. • Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) • Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<p><u>Curriculum design</u></p> <p>Our analysis shows us that we need to develop a rationale and clear three year curricular pathway to ensure coverage of all curricular areas. This should reflect the current position of our school post covid, be strategic and focus on positive outcomes for all learners.</p> <p>Staff questionnaires evidence the need for more joint planning and dialogue across levels to ensure the development of skills in an IDL format.</p>	<p><u>Curriculum design</u></p> <p>*Review current curriculum rationale, to reflect the current needs and context of our school. (<i>SLT Term 1</i>)</p> <p>*Enhance staff’s knowledge and understanding of the purpose of our curriculum design. (<i>SLT Inset 1</i>)</p> <p>*Implement, year 1 of our 3 year curricular pathway. (<i>Class teacher planning meetings Terms 1,2 &3</i>)</p> <p>*Incorporate more IDL opportunities, developing skills in real contexts and enhance opportunities for pupil voice. (<i>Class teachers planning meetings Terms 1,2&3</i>)</p>	<p><u>Curriculum design</u></p> <p>Outcome:</p> <p>By June 2022, our curriculum rationale reflects the uniqueness of Woodside Primary.</p> <p>Measures:</p> <p>Annotation, completion and evaluation of year one plans. Tracking and monitoring minutes. Learning conversations. Staff questionnaire.</p>
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<p>based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none">• Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)• Consider the ways to further develop skills for learning, life and work through a variety of contexts.			
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) 	<p><u>Learning and Teaching</u></p> <p>Our online attendance records show 86% of pupils engaged regularly on Google Classroom, we aim to continue to build on the use of this learning platform to continue to motivate and support our learners.</p> <p><u>Quality of teaching</u></p> <p>Our current analysis tells us that we need to review our teaching, learning and assessment process. We will review learning intentions and success criteria use in literacy and numeracy to ensure assessment evidence informs appropriate next steps and supports progress.</p>	<p><u>Learning and Teaching</u></p> <p>*Continue to utilise Google Classroom as a home learning platform and a means of communicating and supporting our parents and pupils. <i>(All staff during Terms 1,2&3 homework activities, teacher lead supporting video explanations, parental instructions, sharing of learning opportunities.)</i></p> <p><u>Quality of teaching</u></p> <p>*Deliver CLPL and professional dialogue opportunities to enhance understanding of the learning, teaching and assessment cycle. <i>(J McLarnon & N Wilson Term 1 & 2 liaisons</i></p> <p>*Produce 'Learning and Teaching' framework to ensure consistency <i>(J McLarnon Term 2)</i></p> <p>* Moderate across stages and levels to ensure consistency of LI and SC in literacy and numeracy <i>(Class teacher meetings Terms 1,2 &3)</i></p>	<p><u>Learning and Teaching</u></p> <p>Outcome:</p> <p>All pupils access Google Classroom for home learning opportunities.</p> <p>Measures:</p> <p>Online attendance Online engagement</p> <p><u>Quality of teaching</u></p> <p>Outcome:</p> <p>Learning intentions and success criteria evident in all literacy and numeracy lessons.</p> <p>Measures:</p> <p>Peer/classroom observations Forward plans Assessment evidence Learning conversations</p>
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p><u>Assessment</u></p> <p>Evidence from staff questionnaires highlights the need for updated assessment calendar to evidence progress throughout the year.</p> <p>Our intelligence tells us that we need to develop a more coherent and strategic approach to our assessment calendar to enhance our robust tracking and monitoring process.</p>	<p><u>Assessment</u></p> <p>*Implement an assessment calendar for increased rigour, coherence and consistency. (<i>SLT Term 1</i>)</p> <p>*Review summative and formative assessment to evidence attainment and inform supports/ interventions (<i>SLT Tracking and monitoring meetings Sept, Nov, Jan and Mar</i>)</p> <p>*Summative and formative assessments inform reporting to parents. (<i>Parental meetings Oct & Feb, Written report May</i>)</p> <p>*Allocate and review Support Staff interventions from evidence from tracking and monitoring evidence. (<i>SLT Sept, Nov, Jan and Mar</i>)</p>	<p><u>Assessment</u></p> <p>Outcome:</p> <p>Rigorous assessment approaches used across the school to inform support and challenge.</p> <p>Measures:</p> <p>Support staff timetables Parental reports Impact of interventions Attainment data ASN tracking data</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 	<p><u>Literacy</u></p> <p>Our data shows us that although our writing attainment is beginning to rise it remains below the SLC average. P1 – 73% attained early level P4- 67% attained first level P7- 64% attained second level.</p> <p><u>Numeracy</u></p> <p>Our data evidences that our Numeracy attainment continues to rise at P7. The period of remote learning affected our P1 attainment results. 71% attained early level</p>	<p><u>Literacy</u></p> <p>*Deliver refresher CLPL in Talk for Writing (fiction) to enhance staff understanding of the sub-steps within the 3I model and assessment approaches (K Faloon Nov In-Set)</p> <p>*Complete staff audit of current practice. (K Faloon Oct)</p> <p>*Provide optional termly follow-on CLPL opportunities for staff tailored to staff development needs (K Faloon Dec, Feb, Mar)</p> <p>*Deliver CLPL in Active Literacy phonics and spelling across all stages. (K Faloon Aug)</p> <p><u>Numeracy</u></p> <p>*Deliver CLPL on the structure of an effective numeracy and maths lesson. (C Officer Sept)</p> <p>* Daily interactive mental number session evident in all classes.</p>	<p><u>Literacy</u></p> <p>Outcome:</p> <p>By June 2022 attainment in writing will have risen by 5% at P1 and 10% at P4 & 7.</p> <p>Measures:</p> <p>Sub-stages within the 3I phases of a fiction unit evidenced in jotters Classroom displays Attainment data Unit assessments (key tasks) Staff audit results/feedback</p> <p><u>Numeracy</u></p> <p>Outcome:</p> <p>By June 2022 attainment in numeracy and maths will have risen by 5% at P1 and P4.</p>
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>		<p>(Class Teachers ongoing)</p> <p>Provide optional termly follow-on CLPL opportunities for staff tailored to staff development needs (C Officer, Dec, Feb, Mar)</p>	<p>Measures:</p> <p>Classroom observations T&M meetings Assessment evidence Attainment data Learning conversations</p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</p>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p> <p>Schools should:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. Provide opportunities for CLPL which allow staff to focus on individual and 	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p> <p>Well Being</p> <p>Evaluation of 20/21 improvement plan shows well-being assessments were not actioned. The implementation of this will ensure the needs of all children are tracked, monitored and receiving correct support.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p> <p>Well Being</p> <p>*Continue to embed Emotion Works programme. <i>(Class teachers ongoing)</i></p> <p>*Analyse Glasgow Wellbeing Assessment Tool data to identify significant HWB barriers. <i>(J McLarnon, INSET Aug, Class teachers in Sep and Feb)</i></p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p> <p>Well Being</p> <p>Outcome:</p> <p>By June 2022, GWA results for identified pupils will show an improvement as a result of interventions and supports.</p>

<p>high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. <ul style="list-style-type: none"> Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. 	<p>Learning conversations with pupils evidenced that almost all of the sampled group could confidently explain the language of Emotion Works and make connections with their feelings. Embedding Emotion Works consistently across the school will ensure a shared HWB language to support dialogue and understanding of behaviour.</p> <p>Our strong ethos and positive relationships to be further enhanced by embedding the SLC Attachment Strategy and continue to raise awareness of the approach with all parents.</p> <p>Post Covid, restrictions allowing, further develop the positive formed relationships and partnerships between our families and YFCL officer and our Place2Be councillor.</p>	<ul style="list-style-type: none"> *Allocate referrals to Place2Be service, Give Us A Break, nurture lunch club, school psychologist and other agencies using Glasgow Wellbeing Assessment results. <i>(All staff on going)</i> *Allocate an Attachment Ambassador to lead whole school developments and update parents. <i>(Staff member Inset days Term 1,2&3 and parental newsletters)</i> *Provide enhanced support for targeted families. <i>(E McGonagle YFCL officer ongoing)</i> *Provide 1-to-1 and small group emotional wellbeing supportive sessions. <i>(Place2Be councillor ongoing)</i> * Analysis of Glasgow Wellbeing Assessment data informs specific ASP targets for individual children. <i>(Class teacher)</i> 	<p>Measure:</p> <p>Glasgow Wellbeing Assessment results in Sep and Feb ASP targets.</p> <p>Place2Be engagement Place2Be referrals YFCL phone call records YFCL home visit records</p>
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<p>Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity. 	<p><u>Pupil Voice</u></p> <p>Post covid, we recognise the need to reintroduce opportunities for valued pupil voice within curriculum development and the life of the school.</p>	<p><u>Pupil Voice</u></p> <p>* Planned opportunities for whole school/group consultation, dialogue and assemblies to influence change in our curriculum and the life of our school. (SLT and class teachers Terms 1,2&3)</p> <p><i>(K Lawson and Support Staff to lead playground developments Terms 1,2&3)</i></p>	<p><u>Pupil Voice</u></p> <p>Outcomes:</p> <p>Pupil voice affects change in our curriculum</p> <p>Pupil voice influences decisions in life of our school.</p> <p>Measure:</p> <p>Questionnaire results. Learning conversations.</p>
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) 	<p><u>Attendance and Punctuality</u></p> <p>Attendance data from 20/21 indicated average attendance as 94%. 6% of pupils have an attendance rate lower than 90%.</p>	<p><u>Attendance and Punctuality</u></p> <p>*Review of baseline attendance and punctuality figures noted for each pupil. (<i>E Renwick last week of each month</i>)</p>	<p><u>Attendance and Punctuality</u></p> <p>Outcome:</p> <p>By 2022, 6 targeted pupils attendance rates will have increased to a minimum of 85%</p>
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<p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all</p>	<ul style="list-style-type: none"> - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. • Ensure sound financial management of all sources of funding 	<p style="text-align: center;"><u>PEF management</u></p> <p>Post Covid, our analysis show us that we need to develop a clear rational and effective management of approaches to effectively facilitate change and support our identified families. Our data shows that 24% of targetted families received support/interventions from our YFCL officer.</p>	<p style="text-align: center;"><u>PEF management</u></p> <p>*Allocate strategic Equity Lead in post. (<i>E McKellar Aug</i>)</p> <p>*Consult all stakeholders regarding participatory budget. (<i>E McKellar questionnaire Sep Parental Group Sep Parental Group meeting Sep and Oct</i>)</p> <p>*Introduce increased targetted parental supports. (<i>E McKellar & E McGonagle workshops Oct, Jan and April</i>)</p> <p>*Support identified for families to remove/overcome IT barriers. (<i>E McGonagle, YFCL officer ongoing</i>)</p>	<p>Measures:</p> <p>Monthly attendance figures YFCL visits record Formal attendance letters to parents</p> <p style="text-align: center;"><u>PEF management</u></p> <p>Outcome:</p> <p>By June 2022, 33% of targeted families have received support/interventions to support their child.</p> <p>Measures:</p> <p>Questionnaire results Impact of participatory budget % of parents engaging with YFLC officer. Workshop registers and feedback</p>
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<p>learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p><u>Literacy</u></p> <p>Analysis of teacher professional judgement, SNSAs and NGRT data and other assessments has identified that our writing gap across our school is at 24% and our reading gap is at 21%. The largest gaps are evident at P2 & P5.</p>	<p><u>Literacy</u></p> <p>*Identified groups/pupils across stages receive appropriate targeted support. (EMcKellar to arrange and review)</p> <p>*Monitor impact of interventions and plan for next steps. (EMcKellar to meet with support staff Sep, Nov, Jan, March & May)</p> <p>*Support staff timetables target pupils with LGRT, Code Cracker and 5 Minute boxes interventions.</p> <p>*Enhanced early literacy intervention for P1 incorporating Literacy Coaching Clinics for targeted .</p>	<p><u>Literacy</u></p> <p>Outcome:</p> <p>By June 2022, the whole school reading gap will have reduced by 3% by providing focused interventions for :</p> <ul style="list-style-type: none"> 18% of targeted pupils in P2 36% of targeted pupils in P3 29% of targeted pupils in P6 <p>All targeted pupils will have a reading age no less than 10 months behind their chronological age</p> <p>By June 22, the whole school writing gap will have reduced 6% by providing focused interventions for:-</p> <ul style="list-style-type: none"> 18% of targeted group in P2 35% of targeted group in P3 50% of targeted group in P5 29% of targeted group in P6 22% of targeted group in P7
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		<p style="text-align: center;"><u>Health and Wellbeing</u></p> <p>Analysis of Place 2 Be evidence shows 31% (147) of our pupils have accessed Place2Talk sessions. 9 children have received therapeutic intervention support. Almost all are showing signs of improving their wellbeing going from high risk to low risk factors and showing signs displaying sever difficulties to low or no difficuculties.</p> <p>New referrals have still to be actioned, as service has been reactive to individual needs throughout the year and this should continue.</p>	<p style="text-align: center;"><u>Health and Wellbeing</u></p> <p>*Provide 1-to-1 and small group emotional wellbeing support sessions. (<i>Place2Be councillor Terms1,2&3</i>)</p>	<p>Measures:</p> <p>NGRT assessments (Sep Salford or Y.A.R.K standardised assessments Jan and May Writing assessment results % of parents engaging with YFLC officer.</p> <p><u>Health and Wellbeing</u></p> <p>Outcome:</p> <p>By June 2022, a minimum of 8 new targeted pupils will have received therapeutic intervention support from Place2Be for their health and wellbeing</p> <p>Measures:</p> <p>Glasgow Wellbeing Assessment results evidence change for targeted children. Place2Be engagement Place2Be referrals</p>
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<p>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</p> <p>Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.</p>				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p><u>Cost of the School Day</u></p> <p>33 children, 70% of which were from targetted families reported that they required IT supports for home learning. Many families also accessed resources, such as pencils and paper during lockdown.</p>	<p><u>Cost of School Day</u></p> <p>*Allocate basic resources, and IT equipment for homework access. <i>(E McKellar and E McGonagle questionnaire to pupil/parents Sep)</i></p> <p>*Increase parental knowledge of financial supports. <i>(E McGonagle workshops in Sep & Jan)</i></p>	<p><u>Cost of School Day</u></p> <p>Outcome:</p> <p>By Nov 2022, all pupils will have the necessary equipment at home to enable them to take part in learning.</p> <p>Measures:</p> <p>Homework online participation monitored termly. % of families engaged with training</p>