**Furnace Primary School**

**Contents:**

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Funding | Planning and Reporting

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session:  2020/2021 |
| **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** | | | **Argyll and Bute Education Key Objectives** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 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 | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2021-2022: | | 2022-2023: | 2023-2024: | |
| * Further embed outdoor learning in literacy and numeracy with a focus on Talking and Listening skills. * Raise reading, writing and spelling attainment * Focus on Behaviour and support during recovery period from pandemic.   . | | * Focus on outdoor learning in Numeracy * Improve mental maths ability in all children. |  | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session:  2021/2022 | | | |
| **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 | Termly | | Pupil Council |
| Teachers | Fortnightly | | After school Meetings |
| Parents | Termly | | Parent Council |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 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 & employability/ Developing creativity & skills for life & learning | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels | | | |
| **Priorities** | **Proposed Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| To embed outdoor learning in Literacy and Numeracy to develop skills in talking, listening and maths skills.  To improve whole school reading, writing and spelling attainment.  Provide support for pupils and staff during recovery period from Pandemic. | * Pupils will be more aware of the links in learning between classroom and outdoors. * Improved depth of learning of aspects of numeracy eg time * Develop creativity. * Better focus during more formal written tasks. * Improved self-confidence, teamwork and learning of key skills. * To foster a responsibility for the care of their environment for the future. * Improved spelling ages. Closer to chronological ages. * Children confident in the knowledge of the construction of words and how to break down words into graphemes. * Good use of punctuation. * Improved sentence construction. * Inclusion of good vocabulary-WOW words * Use of VCOP to create good, informative or creative sentences. * Children have reduced anxiety. * Improved focus during lessons. * Improved behaviour leading to a calmer less stressed environment for all. | * 100% engagement of all children in all tasks. * Improved or stable scores on Wellbeing Web * 80% of children show an improvement in attainment results in reading, writing and spelling. * Improved results in 80% of all children using Formative assessment. GL Assessment, NGST ( Oct, Feb and June) * Classroom observations show engagement of 90% of all children. * Jotter monitoring has evidence of good quality, progressive written work. * Steady progression evident using Big Writing Criteria. * 100% attendance. * Daily engagement of children in class improves. Measured by daily teacher assessment. * Less disruption to class lessons and class engagement improves. * Better ethos returns. | | |  | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/22 |
| **Strategic Priority 1:** | Title: To embed outdoor learning in Literacy and Numeracy to develop skills in talking, listening and maths skills. | | |
| **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** | | **Argyll and Bute Education Key Objectives** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 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 | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Review planning to Embed outdoor activities into literacy and numeracy activities.  Staff training in using the outdoors to develop literacy/ numeracy skills. Research suitable courses-links to HJ’s PRD  Develop leadership skills in P5 and P7 through outdoor literacy/numeracy games. Involvement of Active Schools. ( David McAllister  Use ICT skills to further develop children’s abilities in Talking and Listening( Power points, posters etc) | L Goodwin  H Jeromson  Pupils in P5 and P7 ( Pupil council)  L Goodwin | June 2022  Termly review.  June 2022 | Staff will become more confident in the delivery of good quality outdoor  lessons which support classroom learning.  Children will experience an alternative approach to help them understand concepts and allow creativity.  Improved pupil self esteem leading to improved confidence in class during literacy / numeracy work.  Scores on Wellbeing web increase or remain high.  Improved digital confidence and evidence of depth of knowledge of topic.  Good audience awareness.  Good eye contact.  Variety of questioning. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021/2022 |
| **Strategic Priority 2:** | * To improve whole school reading, writing and spelling attainment | | |
| **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** | | **Argyll and Bute Education Key Objectives** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children's progress * School improvement * Performance information | 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 | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Use data collected from GL Assessment NGST, NGRT and Parallel Spelling which indicated continued intervention required to raise reading, spelling and writing competency in P3-7. Address any barriers and ensure interventions are in place for all children if required.  Whole school spelling focus of the week using ‘Sounds in Focus’.  Develop leadership and empowerment of older children through weekly supervision and planning of literacy games with younger children. ( Board games/ Sumdog spelling, Education City)  Use of Seesaw to assign regular weekly spelling practice activities at home.  Reintroduction of Story sacks for all children.  Provide varied stimuli to encourage and inspire reluctant writers: film, Sue Ellis Scholastic materials and StarWars Scholastic resources. | L Goodwin  Pupil Council  L Goodwin/ Parents  L Goodwin | June 2022  Termly review  June 2022  Termly review | Children are able to recognise graphemes for various sounds.  Confidence increases and writing /creativity flows.  Spelling ages increase, closer to chronological ages.  Older children feel confident enough to help younger children and can explain how to play games and motivate others.  Children work in partnership with parents to improve outcomes.  Children can express opinions or thoughts clearly in written form.  They can create interesting sentences/ paragraphs/stories using aspects of VCOP.  Children are able to self-evaluate their writing and can improve their work through up levelling.  Children are able to assess each other’s work and suggest improvements. (Burger banter) Set targets.  Children can evaluate their work using the child focussed criteria. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: |
| **Strategic Priority 3:** | * To provide support for pupils and staff during recovery period from Pandemic. | | |
| **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** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Provide an amended curriculum with the main focus on literacy, numeracy and health and well being. Incorporate regular short comfort breaks throughout the day.  Intense basic phonic recovery work with P3/4 and one P5.  Provide quiet areas where children can go to complete work, read etc. Second classroom, outdoor ‘children’s office’.  Re-establishment of breakfast and After School Clubs.  Re visiting school values in line with current needs.  HT covering morning class for 0.4 teacher weekly | L Goodwin  L Goodwin | June 2022  June 2022 | 100% attendance  Children are able to self regulate their emotions by using provided spaces.  Children have positive attitudes to their school and learning.  Children have ownership of how their school develops and the ethos they create.  Spelling |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: |
| **Strategic Priority GME:** | Title: | | | |
| **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. | | | **Argyll and Bute Gaelic Language Plan Targets**  GLP 1 Promoting a positive image of Gaelic  GLP 2 Increasing the learning of Gaelic  GLP 3 Increasing the use of Gaelic | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: |
| **Developing in Faith** (Denominational Schools only) | | Title: | |
| **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. | | **Developing in Faith Themes**  DiF 1 Honouring Jesus Christ as the way, the truth and the life  DiF 2 Developing as a community of faith and learning  DiF 3 Promoting gospel values  DiF 4 Celebrating and worshipping  DiF 5 Serving the common good | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Establishment Maintenance Improvement Planning – Optional** | | Session: |
| **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** | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (from previous plans):** | | |
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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | School Name: Furnace Primary School | | | | | | | | | |
| **School Report on PEF Expenditure and Impact 2021-22**  **Identify:**   * Who is the target group? What is the gap? SIMD data? FSME? Community context? * Think about your equalities groups that may be disproportionately affected by deprivation. * What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app * **To be included:**   - School locality (rural, urban, remote rural, etc. <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate | | | | | | | | | | | | | | | | | | | | | | |
| **Target Group:** 2/3 of P3-P7 children ( 6 children) are under achieving in numeracy and literacy although the latest school tracking results indicate improvement over a 6 month period.  Pupils in P4 and P7 are showing a gap of approximately 2 years in Numeracy, Reading age and Spelling age.  88% of children are in receipt of FSM.  One child’s parents are both in full time employment. There is one single parent family and the other families have one parent in full time employment. | | | | | | | | | | | | | | | | | | | | | | |
| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | |  | | | | | | | | |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | | | | **Post** | | | | **Start Date** | | | | | | **Proposed End Date** | | | | | **Cumulative Time in Post** | | | |
| Ellena Davies | | | | PE teacher | | | | Sept 2021 | | | | | | Dec 2021 | | | | | years    months | | | |
|  | | | |  | | | |  | | | | | |  | | | | | years    months | | | |
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| **Highlight the Intervention for Equity addressed by your PEF interventions/projects** https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity | | | | | | | | | | | | | | | | | | | | | | |
| Early intervention and prevention | |  | Social and Emotional Wellbeing | |  | | Promoting Healthy Lifestyles | | |  | Targeted approaches to Literacy and Numeracy | | | |  | Promoting a High Quality Learning Experience | | | |  | Differentiated Support |  |
| Employability and Skills Development | |  | Engaging Beyond the School | |  | | Partnership Working | | |  | Professional Learning and Leadership | | | |  | Research and Evaluation to Monitor Impact | | | |  | Using Evidence and Data |  |
| **Spend Details**  \* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly. | | | | | | | | | **Carry Forward 2020/21** | | | | | | | | | **PEF Allocation 2021-22** | | | | |
| **Uniform-**Purchase of one school jumper per child to ensure equity and inclusion for all children.  **Horse Riding**- two 6 week blocks for whole school ( 9 children)  **Sports Club-** Payment of PE specialist coaching PE activities at ASCC.  **Cooking Club**- purchase of ingredients to teach children how to cook easy meals. Payment of member of staff (90 mins a week classroom assistant rate)  **Breakfast Club**-purchase of ingredients to provide a breakfast. Children prepare own breakfasts.  **Bookbug-** specialist input to P3/4 once a week to improve reading skills and develop a love of books.  **Standing desk**- purchase of one standing desk to help some children develop engagement.  **Library Visits-** payment of transport to local library twice a term- develop life skills, social skills.  **StoryTime subscription-** yearly subscription to magazine for each child to engage with reading for pleasure | | | | | | | | | £ | | | | | | | | | £ | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | | | | £ | | | | |
| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | | | | |  | | | | | |
| **What are you planning to do with your PEF Allocation?**   * Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. * How have you consulted with and involved parents/carers and pupils in the process? * Aim and expected impact of proposals. * Plans to work in partnership with other schools/local partners/providers, if applicable * Link to Our Children, Their Future * Link to HGIOS 4 Quality indicators / NIF * Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community | | | | | | **How will progress be measured (what, when and how)?**   * How will you know your interventions are having an impact/improving outcomes? * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). * Data, new and existing, which will be required. * Plans for how data will be collected and reported. | | | | | | | | | | | **What was the impact of your planned interventions?**   * Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? * What was the impact for pupils based on the outcome(s)/measures(s) you identified? | | | | | |
| **Area, Lead Person, Organiser and Key Document Links** | **Key Actions**  ***This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.*** | | | | | **Outcome and Measure**  (Success Criteria to facilitate evaluation of learners’ progress)  ***This is what we want to happen for the pupils by when and by how much and includes how we will measure this.*** | | | | | | **Mid-Year Progress**  (To be completed mid school year Dec/Jan.)  ***What is progress is looking like based on your planned action/outcome/measure – on track, complete, not on track? Do you need to adapt or abandon plans?*** | | | | | **Impact**  (To be completed at the end of the school year with data to be used in reporting in the SQR.)  ***How did you meet the aims set out in your proposed interventions?***  ***What data do you have that evidences impact?***  ***Identify any significant changes in expenditure.*** | | | | | |
| **Health and Wellbeing**  **L Goodwin**  **Mental and emotional wellbeing**  **Physical activity and health**  **OCTF**   * Ensure children have the best start in life and are ready to succeed   **HGIOS 4**   * 3.1 Ensuring wellbeing, equality and inclusion   Working in partnership with parents/ pupil council re uniform purchase.  Working in partnership with Argyll Adventure. | **Uniform purchase:** to ensure equity and a feeling of belonging. Unify children.  **Horse riding:** .to create a feeling of success and push children out with their comfort zones. Develop a connection with their world.  **Sports ASCC:** to increase fitness, health and wellbeing.  **Breakfast Club:** to develop independence and basic food preparation skills. | | | | | Behaviour improves in playground. Measured by monitoring the engagement of all children in planned activities by Playground leaders. (Pupils) Children can be unsupervised more often in the week during outdoor play. ( 8 children)  Children are calmer in class. They experience a feeling of achievement and carry this in to class.  Scores on Wellbeing Web improve or stay high.  Measured through staff monitoring level of engagement in class and quality of work produced.  Children work together to develop good teamwork strategies and general fitness improves.  Children attending are nourished and ready for their day. Engagement and resulting quality of learning increases. Monitoring of jotters. | | | | | |  | | | | |  | | | | | |
| **Raising attainment in Reading skills.**  **L Goodwin**  **M Renton**  **Enjoyment and choice**  **Understanding, analysing and evaluating**  **OCTF**   * Raise educational attainment and achievement for all   **HGIOS 4**  3.2 Raising attainment and achievement/Securing children's progress | **Bookbug**: To develop a love of reading with younger children. To develop their interest in books, encourage reading for pleasure and how to analyse a story, characters. This will increase exposure to words helping with spelling and reading comprehension.  **Library visits :**Children are able to develop social skills by interacting with the public.  Their interest in reading for pleasure develops as they have more access to a larger variety of genre.  **Storytime magazine subscription:** Children develop a love of reading through a different platform with stories, puzzles and competitions. | | | | | Almost all children in P3-4 improve their reading and spelling ages by 6 months by October testing.  Increase in scores in The Comprehension Box activities.  An enthusiasm for reading is apparent in the classroom leading to an increase in attainment in reading and spelling. | | | | | |  | | | | |  | | | | | |
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