

Education Resources Curriculum and Quality Improvement Service

Establishment Improvement Plan 2019 - 2020

Beckford Primary School





Education Resources Curriculum and Quality Improvement Service

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

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 	Transforming Learning and Teaching
Teacher professionalismParental engagement	 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 	Implementing Curriculum for Excellence
 Assessment of children's progress 	2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support	Meeting the Needs of all Learners', GIRFEC and Statutory Duties
School improvementPerformance information	 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 	Skills for Learning, Life and Work
	 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
	s. saminy and same is and rounning	Leadership (Change and Improvement)

Sessions: 2019-20

Strategic Priorities 3 Year Cycle 2018/19 2019/20 2020/21 To increase attainment and achievement in To review Active Literacy Policy for spelling, To review Active Literacy Policy with a specific reading and writing to ensure attainment and focus on Media and Talking and Listening to Literacy and English by creating a literacy rich learning environment, where all learners are achievement continues to increase in Literacy and ensure attainment and achievement continues to increasingly engaged and motivated in their English by creating a literacy rich learning increase in Literacy and English by creating a learning. There will be a particular focus on Talking environment, where all learners are increasingly literacy rich learning environment, where all engaged and motivated in their learning. The use learners are increasingly engaged and motivated and Listening.

To increase attainment and achievement in Maths and Numeracy: by creating a maths rich learning environment, where all learners are increasingly engaged and motivated in their learning. With a particular focus at Primary 1, 3 and 6.

To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme and the review of our Promoting Positive Relationships and Behaviour policy. of digital technology to enhance learning will also be a focus.

To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of planning at Primary 2, 4, 5 & 7. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on, extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also be a focus.

To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme and the review of our Anti-Bullying policy.

in their learning. The use of digital technology to enhance learning will continue to be a focus.

To review pathways for Maths and Numeracy and build on extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also continue to be a focus.

To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme and review learning pathways at all stages for Physical Education and Rights Education.

trategic Improvement Planning for Establishment: Overview of Links to Key Policies

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?
Staff	Ongoing – (see - CAT sessions &	HGIOS 4 QIs
	Inset Day	Core – 1.3, 2.3,
	overview plan)	3.1, 3.2
		Additional – 1.2,
		2.2, 2.4, 2.7
Pupils	Learning Circles	HGIOUR –
	– (see assembly	Theme 1: Our
	calendar for planned	Relationships
	sessions)	Theme 3: Our
		School and Our
		Community
		Pupil
		Questionnaires
Parents	Parent Council	HGIOS 4 QIs
	Meetings	Core – 3.2
		Additional – 2.6
	Parent Consultation Night	Questionnaires

Session: 2019-20

National Improvement Framework Key Drive	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 	Transform Learning and Teaching/Implement CfE
 Teacher professionalism 	 1.3 Leadership of change 1.4 Leadership and management of 	Meeting the Needs of all Learners',
 Parental engagement 	staff1.5 Management of resources to	GIRFEC and Statutory Duties
 Assessment of children's progress 	promote equity2.1 Safeguarding and child protection2.2 Curriculum	Skills for Learning, Life and Work
School improvementPerformance information	 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 	Professional 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 	Leadership (Change and Improvement)

Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-20

HT

LITERACY COACH (C Reilly)

Additional active literacy training to

members of staff.

accommodate change of stages for some

Strategic Priority 1: To review Active Literacy Policy for spelling, reading and writing to ensure attainment and achievement continues to increase in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. The use of digital technology to enhance learning will also be a focus.

National Improvement Framework Key Prior	ities		
 Improvement in attainment, particularly 	vin literacy and numeracy;		
 Closing the attainment gap between th 	<mark>e most and least disadvantaged c</mark>	<mark>:hildren;</mark>	
 Improvement in children and young pe 	ople's health and wellbeing; and		
 Improvement in employability skills and 	d sustained positive school leaver	destinations for all young people.	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning an	d Childcare Indicators SLC	Education Resources Themes
School leadership	1.1 Self Evaluation for self-	-improvement	sform Learning and
	• 1.2 Leadership for learning	l lead	ching/Implement CfE
 Teacher professionalism 	 1.3 Leadership of change 1.4 Leadership and manag 1.5 Management of resour 	ces to promote equity Mee	ting the Needs of all Learners',
 Parental engagement 	2.1 Safeguarding and child2.2 Curriculum	<u> </u>	FEC and Statutory Duties
 Assessment of children's progress 	 2.3 Learning teaching and 2.4 Personalised support 2.5 Family learning 		s for Learning, Life and Work
 School improvement 	• 2.6 Transitions		
 Performance information 	 2.7 Partnership 3.1 Ensuring wellbeing, eq 3.2 Raising attainment and 	uality and inclusion	essional Learning
	children's progress	nd employability/ Developing Lead	dership (Change and overnent)
Key Actions (How)	*Lead Person	*Timescale	*Comments

August - September 2019

To widen the range of genre available for	нт	
the development of reading skills including the use of poetry and plays.	П	
and does on please y anno proyer	LITERACY COACH (C Reilly)	October 2019 onwards
Continue to build a progressive and		
coherent talking and listening programme, including building on the implementation of	HT	
the TLQ (Talking, Listening and	Talking and Listening Improvement	
Questioning Programme) at Primary 1	Working Party Leads (L Campbell &	
(This will include supporting two other pilot schools with the TLQ Programme).	L Blair)	
schools with the TEQ Flogramme).	TLQ – P1 Class Teacher F Bradley,	
	SALT – L Mulholland & Educational	
	Psychologist – K Green	
		September 2019 onwards
Adopt coherent, progressive planning and		
assessment of talking and listening skills.	All staff	January 2020
To build on the progressive and coherent		
moving image education programme for	HT	
pupils in P4-7 and introduce programme to		
P1-3.	Media improvement Working Party	
	Lead (G Moir)	September 2019 onwards
To review, plan and implement Handwriting		
policy from P1-3.	LITERACY COACH (C Reilly)	October 2019 onwards
To review the use of digital technology to	All staff	
support learning and teaching of Literacy.	PT	September 2019 onwards
Targeted pupils to engage in identified	HT	
targeted interventions (e.g. Catch Up		
Literacy, IDL, Toe by Toe, Hornet).	Support Staff	August 2019 onwards
Family Learning opportunities focusing on		
Active Literacy Approach.	All staff	September onwards

Operational Improvement Planning (Action Plan) for Establishment:

Strategic Priority 2: To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of planning at Primary 2, 4, 5 & 7. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on, extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also be a focus.

Session: 2019-20

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

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 2.4 Seferior and shill protection 	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 	2.4 Personalised support2.5 Family learning	Skills for Learning, Life and Work
 School improvement 	 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 	Professional Learning
Performance information	 3.1 Ensuring weilbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 	Floressional Learning
	 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Professional learning for staff in Primary 2,			
4, 5 and 7 with regards planning and			
assessment and teaching methodologies	HT & PT		
and approaches.		September 2019 onwards	
Pathways developed for Early Level,	Improvement working party (F		
beginning of First Level and working within	Bradley, C Reilly, D McDonald)	September 2019 onwards	

Second Level will be implemented and expanded on. Pathways for Primary 2, 4, 5 & 7 will be developed and introduced.	led by PT (M McCann)		
Targeted pupils to engage in identified targeted interventions (Catch Up Numeracy, IDL numeracy pilot, Power of 2).	HT Catch Up Numeracy Coordinator (D McDonald)		
	Support Staff	August 2019 onwards	
Teachers involved in 'in-house' moderation of Maths and Assessment Work (with a particular focus on developing holistic assessments) to Support Teacher Confidence and Professional Judgement of	HT Moderation Co-ordinator		
a level.	(L Bradley)	October 2019 onwards	
To provide opportunities for peer observations of the planning, implementation and assessment of Numeracy and Maths.	All staff	October 2019	
Family Learning opportunities focusing on Numeracy.	All staff	TBC	

Strategic Priority 3: To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme and the review of our Anti-Bullying policy.

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 st 	ustained positive school leaver destinations for all young p	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', GIRFEC and Statutory Duties	
Parental engagement	2.2 Curriculum2.3 Learning teaching and assessment	GIRFEC and Statutory Duties	
 Assessment of children's progress 	 2.4 Personalised support 2.5 Family learning 	Skills for Learning, Life and Work	
 School improvement 	 2.6 Transitions 2.7 Partnership 3.4 Ensuring wallbeing equality and inclusion 	B. C.	
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 	Professional Learning Leadership (Change and Improvement)	

HEALTH AND WELLBEING			
Key Actions (How)	*Lead Person	*Timescale	*Comments
To build on staff confidence to use strategies to support learners through our 'Ready, Respectful and Safe' Programme within the classroom and playground, to support children who face emotional barriers to learning.	HT Pivotal Level 1 Instructors (PT – M McCann and A Graham)		
To build on bespoke programme (Place2Be) to help support the social and emotional issues our children and parents are currently facing; increasing the number of sessions available for one to one support for targeted pupils, as well as offering one-to-one sessions for parents.	HT Place2Be Project Manager (E Ashmole) Nurture Teacher (L Blair)	August 2019 onwards	
To review our Anti-Bullying Policy (in reference to SLC's Policy Treat Me Well)	HT Pivotal Level 1 Instructors (PT – M McCann and A Graham) Pupil Council	September 2019 onwards	
To build a Wellbeing tracking tool for all pupils.	HT	August 2019	
Family Learning events organised across the year.	PT HT	Ongoing	
To build on Learning Community Transition Programme inclusive of P6, P7 and S1 pupils.	PT P6 & P7 teachers P6, P7 & S1 Transition Improvement Working Party HT	August 2019	
Targeted Group of children (Primary 2 upwards) to take part in Forest Schools Programme.	L Blair (Nurture Teacher) B Blair (Support Staff)	September 2019	

	Nurture Teacher and Member of Support	L Blair (Nurture Teacher)		
	Staff to complete Level 2/3 Forest Schools	,		
	Training.	B Blair (Support Staff)	September 2019	
Ī	To plan and implement a DYW focus week			
	for all stages.	All staff	November 2019	

Session:

2019-20

Establishment 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

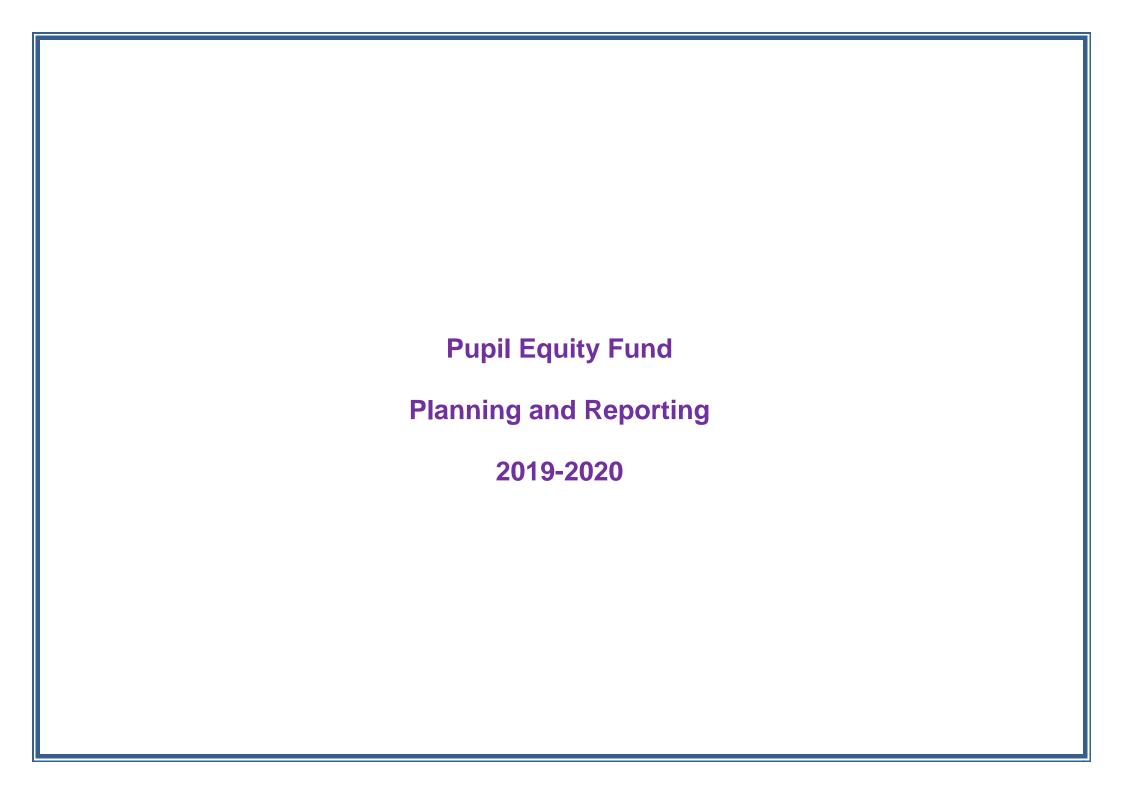
 Improvement in employability skills and sustained positive school leaver destinations for all young people

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 staff1.5 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)

Key Actions (from previous plans)

To build on self-evaluation process within the school by completing (year 1 of 3 of self-evaluation cycle) and introducing self-evaluation with pupils through HGOURS.

- To continue to develop cohesive planning, assessment and tracking programme across the school with a specific focus on leuven's scale of engagement, in line with Tackling Bureaucracy recommendations.
- To continue to increase pupil engagement in learning and the life and ethos of the school, through extra-curricular and pupil leadership opportunities.



The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Attainment

- Literacy Reading A gap of 16.29 % between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.
- Literacy Writing Small gap of 4.87% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.
- Literacy Listening and Talking A gap of 17.82% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.
- Numeracy Small gap of 1.79% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.

Attendance

• Our attendance of children living in SIMD 1 & 2, plus FME between SIMD 3-10 not on FME is 2.6%.

Exclusion

• With regards exclusion only 0.6% (1 out of 145 pupils) of the children living in SIMD 1 & 2 have been excluded during the 2017-18 period and 2018-19 period. During the 2018-19 session 4% (1 out of 25 pupils) of the children living between SIMD 3-10 were excluded.

Outcomes and Measures PEF plan and spend complements the work from SAC plan and spend. Writing in blue is specific to PEF spend.	Intervention Description New Interventions – description and clear rational Max 200 words	Intervention Theme		Organiser			Type of intervention			Continuatio	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year		
Specific to 1 21 opend.		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant	n of 20		
Outcomes: CfE achievement of a level results for (Reading, Writing, Talking and Listening) in P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children across the school in literacy (Reading, Spelling); gaps in learning for these children will have reduced by a minimum of 6 months. Targeted Primary 1 Pupils identified with vulnerable language skills will benefit from the TLQ programme. This will impact positively on their communication and listening skills, with an increase of at least 6 months on the children's grammatical age. Staff capacity, confidence and knowledge of methodologies and progression will continue to increase following professional learning opportunities. South Lanarkshire Active Literacy Audit tool will show that most aspects of the approach are embedded within the school. Measures: Attainment figures for literacy; standardised assessments, professional judgements, summative and formative assessments.	 All staff will continue to build upon the Active Literacy approaches for Reading (fiction and non-fiction), Spelling, Phonics, Writing and Talking and Listening. Programmes will continue to be fully implemented through collegial working and the impact of which monitored. The allocation of an additional teacher from PEF monies will continue to be used to target identified children who are reading and spelling below their chronological age and writing below expected levels of attainment within Primary 4-7. This will include to support the delivery of intervention programmes including Catch-Up Literacy, 5 minute box, IDL, Word Wasp, Hornet, IReadWrite and identified pupils from Primary 1 who will be targeted to engage in the Talking, Listening and Questioning (TLQ) Intervention programme. Staff will continue to have opportunities for professional learning, peer visits and team teaching to help share good practice and evaluate impact. Additional resources to widen the range of genre available for the development of reading skills including e-books, non-fiction, poetry and plays. Additional resources to widen the range of differentiated non-fiction texts including transcripts, blogs, newspapers and documentaries will be identified to ensure non-fiction reading materials are kept up to date, engaging and relevant. 	X			X	X	X	X				Y		

Professional dialogue/Planning the									
Learning meetings.									
Learner conversations									
Classroom observations									
Data from individual interventions, e.g.									
Catch Up Literacy, 5 Minute Box, phonic									
assessments, TLQ assessments (RAPT –									
Renfrew Action Picture Test and TALC –									
Test of Abstract Language									
Comprehension)									
,									
Staff engagement and evaluation from									
professional learning									
Individual target monitoring									
Self-evaluation									
South Lanarkshire Active Literacy Audit									
tool									
1 1001								1 1	
Outcomes:	Intervention 2: Numeracy	x	Х	X	X	Х	Х	Υ	
Outcomes:	Intervention 2: Numeracy Work in this area will continue to build on our	x	Х	Х	X	Х	X	Υ	
Outcomes: CfE achievement of a level results in	Work in this area will continue to build on our existing improvement work on numeracy from	х	X	X	X	X	X	Υ	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19:	х	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June	Work in this area will continue to build on our existing improvement work on numeracy from	X	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19:	X	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020.	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a	X	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced,	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months.	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party.	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a	Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: • Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party.	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies.	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies. Staff capacity, confidence and	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies. Staff capacity, confidence and knowledge of methodologies and	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the implementation of active learning 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies. Staff capacity, confidence and knowledge of methodologies and progression increased significantly	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the implementation of active learning approaches in all classes. 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies. Staff capacity, confidence and knowledge of methodologies and progression increased significantly following professional learning, with a	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the implementation of active learning approaches in all classes. Staff will engage in professional learning, 	x	X	X	X	X	X	Y	
Outcomes: CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020. Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months. A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies. Staff capacity, confidence and knowledge of methodologies and progression increased significantly	 Work in this area will continue to build on our existing improvement work on numeracy from 2018/19: Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the implementation of active learning approaches in all classes. Staff will engage in professional learning, peer visits and team teaching to help share 	x	X	X	X	X	X	Y	

Measures:	The allocation of an additional teacher from								
Attainment figures for numeracy;	SAC monies will be used to support the								
standardised assessments, professional	delivery of intervention programmes including Catch-Up Numeracy, IDL								
judgements, summative and formative	(numeracy), Plus 1 and Power of 2.								
assessments.	(numeracy), rias I and rower or 2.								
Professional dialogue/Planning the									
Learning meetings.									
Learner conversations									
Classroom observations									
Data from individual interventions, e.g.									
Catch Up Numeracy,									
Staff engagement and evaluation from									
professional learning									
Individual target monitoring									
Self-evaluation									
Outcomes:	Intervention 3: HWB HWB will take a central role in our improvement	Х	Х	Х	Х	Х	Х	Υ	
To increase engagement in learning for	work as we move towards reducing the health and								
targeted pupils to at least level 4 from	wellbeing poverty related gap. We plan to								
the Leuven Scale.	supplement previous work with a universal and								
Targeted children's emotional barriers	targeted approach:								
to learning reduced and their time	 We will build upon our targeted HWB 								
within the classroom increased to at	intervention developed during 2018-19								
least 80% of the time.	session with the support of our partners in								
Targeted children's resilience and	the Third sector. The programme								
coping strategies will be improved	developed will be used to continue to help								
through following identified	support the social and emotional issues our								
interventions e.g. experiences with	children and parents are currently facing;								
THICK VEHICIOHS C.C. CADCHICHCES WILL									
	comprising of one to one support and group		1	1					
Place2Be, Sensory Room, Talk and Draw	sessions. The addition of an extra teacher								
	sessions. The addition of an extra teacher through PEF monies will continue to								
Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture	sessions. The addition of an extra teacher through PEF monies will continue to support this work and build capacity.								
Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture	sessions. The addition of an extra teacher through PEF monies will continue to support this work and build capacity. • The development of a whole school								
Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input.	sessions. The addition of an extra teacher through PEF monies will continue to support this work and build capacity. The development of a whole school approach to develop proactive nurturing,								
Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input. Staff confidence in using strategies to	sessions. The addition of an extra teacher through PEF monies will continue to support this work and build capacity. • The development of a whole school								

Measures: To increase engagement in learning for targeted pupils to at least level 4 from the Leuven Scale. Targeted children's emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time. Targeted children's resilience and coping strategies will be improved	PEF monies, will support this development to build a sustainable, consistent approach to whole school management through providing opportunities for further training and support to be offered within the school to promote better relationships at all levels to impact ultimately on better learning experiences and attainment for our children. • All children will have the opportunity to extra-curricular activities within the school					
through following identified interventions e.g. experiences with Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input.	and beyond.					
Staff confidence in using strategies to support learners through our Ready, Respectful, Safe programme will increase.						
Measures:						
Pass – Pupil assessment to self and school - data (May 2018 and March 2019) Learning conversations						
Annual survey of all stakeholders						
Behaviour statistics						
Professional dialogue/Planning the Learning Meetings						
Termly evaluations from Place2Be Partners.						
Evaluations from Pivotal Partners						
Tracking and monitoring (Attainment & Participation – introduction of Leuven Scale)						

Sustainability:

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

As one of 12 SAC schools within the authority we have been working over the last 4 years to lead sustainable improvement that will impact positively on learners. Our PEF funding has enhanced the work of this plan and provided further opportunities to enhance the ethos within the school and experiences of all learners within our school. Through professional dialogue, collegiate learning, self-evaluation and leadership at all levels, means that all members of our school community have contributed to our plans.

Having undertaken various CLPL, e.g. Active Literacy, Catch Up (Literacy and Numeracy) Pivotal training, nurture training, working alongside Maths Visiting specialist, peer visits, moderation in-house and within the learning community etc. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues after funding stops. Key staff leads will in-house train new staff when funding stops to ensure these approaches continue in the long-term. Guidance for literacy and numeracy has been developed to support staff new to the school or new to stages to support planning effectively for learning. All resources to support these approaches have been purchased and so school is fully-resourced. Strategic financial planning within school's core budget will ensure money is set aside to replace core resources, as required.

Partnership working (e.g. with active schools, specialist support team) will remain in place beyond the funding, enabling us to continue to access support for children where required. Continuing to ensure effective parental engagement in their child's education 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.