South Lanarkshire Council

Recovery School Improvement Planning August 2021

Beckford Primary School

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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.	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.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

2.2 Curriculum

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.

There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.

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.

Our creative and innovative approaches to curriculum design support positive outcomes for learners.

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.

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

Schools should:

- 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 all learners – no matter their experience during remote learning or level of engagement over the last session.

As a Scottish Attainment Challenge (SAC) school our recovery planning for improvement priority 1 is linked to our SAC plan for the session 2021-22.

Our SAC plan has been created based on self-evaluation information from most stakeholders and from evidence from professional dialogue with staff with regards attainment of learners and the curriculum, teacher professional judgements and standardised assessment results.

Our data tells us that the percentage of children per class who have made progress from last year's standardised testing data, and have increased their:

- Reading age is – P5 – 93%, P6 – 82% P7 – 77%

- Spelling age is - P4 – 62%, P5 - 87%, P6 – 25%, P7 – 63%.

- SAS for PTM Maths assessements is – P4 – 46%, P5 - 87%, P6 – 50%, P7 – 45%.

However, from reviewing other data it does appear that the overall percentage of children who are meeting Literacy and Numeracy milestones has declined from previous years.

Therefore our focus will predominantly be on attainment in Literacy, Numeracy and Health and Wellbeing. Digital Learning will continue to be an area we build on following increased staff confidence this session during the remote

LITERACY

Work in this area will continue to build on existing improvement work during the 2020-21 session, which was not able to be fully completed due to impact of school closures and adaptations due to recovery plans following impact of Covid-19 pandemic:

Learning, teaching and assessment of Writing will be a main focus for improvement. Additional resources and staff training opportunities will be sourced to support this. At present training will focus on the 'Talk for Writing' programme, through Local Authority Training.

Staff will work collaboratively to create progressive planning tools for pupils to use during the writing process between early level, second level pathways or beyond as appropriate.

The allocation of an additional teacher from Equity Funding will continue to be used to target identified learners across all stages who are reading and spelling below their chronological age and writing below expected levels of attainment. This will include to support the delivery of intervention programmes including Catch-Up Literacy, 5 minute box, IDL, Word Wasp, Hornet and identified Primary 1 pupils for TLQ (see below). The Equity Funded teacher will also support learners we identify through tracking and monitoring meetings that require further input to accelerate their progress to meet the required attainment levels as noted in the Literacy Benchmarks at the end of levels.

LITERACY

Proposed impact:

By June 2022 CfE achievement of a level data for Writing will have increased by a minimum of 5% of learners in most stages between Primary 1 and Primary 7.

Increased attainment for targeted learners across the school in literacy (Reading and Spelling); gaps in learning for these learners will have reduced by a minimum of 6 months for their reading age and 6 months for their spelling age.

Staff capacity, confidence and knowledge of methodologies and progression in writing will continue to increase following professional learning opportunities.

Measures:

Attainment figures for literacy; standardised assessments, professional judgements, summative and formative assessments.

Learner conversations

Classroom/Peer 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

Self-evaluation

learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. 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. **Theme 4: Skills for learning, life and work** 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. We emphasise enterprise and creativity across all areas of learning.	• 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.	learning phase, learning and teaching in Social Studies will be reviewed and further opportunities for skilled based learning and outdoor learning will be developed with the support of our newly appointed YFCL worker (0.6) who we are funding through our PEF funding next session.	Primary 1 and 2 learners will be identified for the targeted intervention - Talking, Listening and Questioning (TLQ) by being screened through the Renfrewshire Action Picture Test. This will also be used to measure impact. There will be a focus on the teaching of phonics across the school and the impact this has on reading for all children, with a particular focus on children who are below their chronological age for reading in Primary 2 – 5. **NUMERACY** Work in this area will continue to build on existing improvement work during the 2020-21 session, which was not able to be fully completed due to impact of school closures and adaptations due to recovery plans following impact of Covid-19 pandemic. Staff will continue to implement pathways piloted across all stages, during the 2019-20 session, making appropriate adjustments to content following pilot. The allocation of an additional teacher through Equity Funding and training for new members of support staff on specific interventions will be used to support the delivery of targeted intervention programmes including Catch Up Numeracy, IDL Numeracy, Plus 1 and Power of 2. The Equity Funded teacher will also support learners we identify through tracking and monitoring meetings that require further input to accelerate their progress to meet the required attainment levels as noted	**NUMERACY** **Proposed impact:** By June 2022 CfE achievement of a level data for Numeracy will have increased by 5% of learners in most stages. Increased attainment for targeted learners across the school in Numeracy; For learners working on Catch Up Numeracy, gaps in numeracy age for these learners will have reduced by a minimum of 6 months. For learners working on Plus 1/Power of 2/IDL Numeracy, learners will become more confident in their mental agility ability with a more positive growth mindset towards Numeracy and Maths. **Measures:** Attainment figures for numeracy; standardised assessments, professional judgements, summative and formative assessments. Learner conversations

			in the Numeracy Benchmarks at the end of levels.	Data from individual interventions, e.g. Catch Up Numeracy, IDL Self-evaluation – HGIOS 4
			HWB See information for Improvement Priority 3. **OTHER CURRICULAR AREAS:** Review curriculum rationale and how this should be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21 with a particular focus on Digital Learning and Social Subjects.	**OTHER CURRICULAR AREAS:** **Proposed impact:** By September 2021 Curriculum Rationale will be reviewed. By December 2021 pathways for Social Subjects will be reviewed and pilot of pathways will begin between January and June 2022. **Measures:** Attainment figures for numeracy; standardised assessments, professional judgements, summative and formative assessments. Learner conversations Data from individual interventions, e.g. Catch Up Numeracy, IDL Self-evaluation – HGIOS 4

2.3 Learning, teaching and assessment	Schools should:			
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. 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.	• 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 challenge and support, linked to current assessment information.			
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. 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. 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.	• 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...)			

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. 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. 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. **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.	• 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.			

3.2 Raising Attainment and Achievement	Schools Should:			
Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners Learners make very good progress from their prior levels of attainment in literacy and numeracy.	• 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.			
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. 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.	• 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.			
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. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.	• 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			

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	and, where necessary, reignite learner responsibility for their learning and achievement.			

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
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	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.	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.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

3.1 Ensuring wellbeing, equality and inclusion

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.

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.

We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.

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.

All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.

We consider each child and young person as an individual with his/her own needs, risks and rights.

We ensure children and young people are active participants in discussions and decisions which may affect their lives.

Theme 2: Fulfilment of Statutory Duties

We comply and actively engage with statutory requirements and codes of practice.

Schools should:

- 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 collective wellbeing needs of their children and young people, especially their most vulnerable.

- 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.

- Ensure all staff are aware of and fully trained in all

As a Scottish Attainment Challenge (SAC) school our recovery planning for improvement priority 2 is also linked to our SAC plan for the session 2021-22.

Our SAC plan has been created based on self-evaluation information from most stakeholders and from evidence from professional dialogue with staff with regards attainment of learners and engagement of learners, and pupil surveys.

Our data tells us that the children recognise the different areas of support available in the school to support them for a range of circumstances. However other data including levels on engagement based on Leuven's Scale and Behaviour indicates that there is on average 15% of the class who display low or extremely low engagement in class and on average there is a group of 17% of children who require support due to distressed behaviour.

Therefore, Health and Wellbeing of all stakeholders will continue to be an area we build on next session.

HWB will continue to take a central role in our improvement work as we continue to implement our recovery plan and continue to work towards reducing the health and wellbeing poverty related gap. We will continue to build on our universal and targeted approaches with the support of relevant partners. This will include:

Working in partnership with third sector partners, Place2Be. We will continue to support the social and emotional issues our learners and parents are currently facing; some of these issues are likely to have changed due to the impact of family and home life following the pandemic. Support will include, one to one weekly support sessions for targeted learners (some learners will be continuing from the 2020-21 session), 'time to talk' self-referral sessions for all learners, blocks of support for groups of learners within identified classes and one to one support for identified parents/carers.

To introduce a Youth Family and Community Learning Worker (0.6 – Monday, Tuesday and Friday) based at Beckford will support projects that focus on the well-being of all stakeholders.

To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways.

Proposed impact:

By June 2022 to increase engagement in learning for targeted pupils across all stages to at least level 4 from the Leuven Scale, across most curricular areas.

By June 2022 targeted learner's emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time.

Targeted learners' resilience and coping strategies will be improved through following identified interventions e.g. experiences with Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input, skills based learning, outdoor learning, forest schools.

Staff will have more confidence in teaching pathways for rights-based education.

Children will be more aware of the Convention of the Rights of a Child and how this impacts on their own and others well-being.

Measures:

Attendance Levels

Learning conversations

Behaviour statistics

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. **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. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. 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.	current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. • 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.			Termly evaluations from Place2Be Partners. Self-Evaluation – HGIOS 4 (3.1) Tracking and monitoring (HWB Professional Judgement and Leuven Scale of engagement)

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	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.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
Closing the Poverty-related Attainment Gap				
3.1 Ensuring, wellbeing, equality and inclusion **Theme 3: Inclusion and Equality** 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.	**Schools should:** 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: - Learners' wellbeing (Boxall profile, observations, wellbeing indicators)	As a Scottish Attainment Challenge (SAC) school all our improvement work is linked to planning for equity therefore priority 3 is also linked to our SAC plan for the session 2021-22. Our SAC plan has been created based on self-evaluation information from most stakeholders and from evidence from professional dialogue with staff with regards attainment of learners and engagement of learners, and pupil surveys.	By March 2021 school closure audit completed per class with regards identifying children who engaged with Google Classroom learning activities and attended the hubs. Information to be shared with new class teachers due to requirement to access Google Classroom for home work next session.	**Proposed impact:** Staff will have a profile of engagement and wellbeing information of their new classes and will use this information along with observations and initial assessments of engagement to identify next steps for learners. This will provide insight into each child's readiness to engage in learning and level of attainment. An overview for each class will be developed with regards universal

3.2 Raising Attainment and Achievement **Theme 4: Equity for all learners** We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.	- 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)	Our data tells us that the children recognise the different areas of support available in the school to support them for a range of circumstances. However other data including levels on engagement based on Leuven's Scale and Behaviour indicates that there is on average 15% of the class who display low or extremely low engagement in class and on average there is a group of 17% of children who require support due to distressed behaviour. The overall attendance for some learners has declined this session and therefore will be a focus for improvement next session.	By early September 2021 children from Primary 2-7 will have completed the Student Resilience Survey, teachers will have reviewed Leaven Scale profile for each child within their class and compare to previous data	engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class. The resilience survey will give staff a clear idea of how the children are feeling about and settling in to the new school year. By September 2021 plans will be revised as required following target setting meetings to address the current needs of learners to reduce any possible barriers to learning.
1.3 Leadership of Change **Theme 3: Implementing Improvement and Change** Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	• 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.	Qualitative Data from learners includes: • *'Some children couldn't access some attachments and lessons from their devices (during remote learning).' (Primary 5 Pupil).* • *'The school gave me a computer to do my work.' (Primary 2 Pupil).* • *'I had to share with my siblings and my mum couldn't help us all.' (Primary 2 Pupil).* • *'The teacher helped me and my family with emails when we had technical issues.' (Primary 3 Pupil).*	During term 1, target setting meetings will be held with each class teacher, reviewing data with regards standardised testing from May 2021, achievement of a level Data from June 2021 and reviewing teacher observations for how the children are presenting on their return to school.	Introduce and implement revised attendance policy. **Measures:** Attendance Levels Google Classroom Audit Target Setting Meetings information Attainment figures for numeracy; standardised assessments, professional judgements, summative and formative assessments. Learner conversations Additional Support Meetings with pupils, parents and staff
1.5 Management of Resources to Promote Equity **Theme 1: Management of finance for learning** We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase	• Ensure sound financial management of all sources of funding		During term 1 consult with all stakeholders to review equity funding plans, and adapt plans as required to support the recovery phase e.g. staff training, family engagement opportunities.	Resilience Survey Leuven's Scale Stakeholder questionnaires

attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.

2.4 Personalised Support
Theme 2: Targeted Support

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.

Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.

Theme 3: Removal of barriers to learning

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.

Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.

- 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.

During term 1 children who previously received targeted input via IDL Literacy, IDL Numeracy, Power of 2, Catch Up Literacy/ Numeracy will be screened to reconsider gap within the specific area of learning.

Class teachers will also review attainment through formative assessment strategies within the day to day learning activities.

Being a poverty-aware school and reducing/mitigating the Cost of the School Day

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.

| 2.5 Family Learning
Theme 2: Early Intervention and Prevention

Our staff are aware of the factors causing child poverty within our community.

We work with parents and other agencies to help parents minimise the effect of poverty on our children.

Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. | **Schools should:**

• Revisit Child Poverty Action Group Website and other relevant reading.

• Revisit their CoSD Position Statement in relation to:
  - 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. | As a Scottish Attainment Challenge (SAC) school all our improvement work is linked to planning for equity therefore priority 3 is also linked to our SAC plan for the session 2021-22.

Our SAC plan has been created based on self-evaluation information from most stakeholders and from evidence from professional dialogue with staff with regards attainment of learners and engagement of learners, and pupil surveys. | By September 2021 CoSD Position Statement will be reviewed and updated to reduce financial constraints.

During term 1 school calendar will be reviewed and adapted to reduce financial implications for families.

The introduction of a Youth and Family Community Learning Worker (0.6 – Likely to be a Monday, Tuesday and Friday) based at Beckford will support the consultation process with stakeholders. The YFL Worker is being funded by equity funding for the 2021-22 session.

PB – stakeholders will be consulted early September as to how they feel the YFCL Worker can support the children and staff within the school and re-engage families in activities that will enhance their children's learning opportunities and attainment. | **Proposed Impact:**

Approaches to learning will be supported in/ by the school through equity funding to reduce financial constraints on families, to ensure no child or family misses out on learning opportunities or the resources required to support blended learning.

Measures:

Stakeholder questionnaires

Levels of engagement (Leuven's Scale, family learning activities)

Attendance levels |