



Education

Establishment Improvement Plan

2021 - 2022

School Name:

Garelochhead Primary School

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

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.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Argyll and Bute Education Key Objectives

- 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:

Strengthen opportunities for empowerment and leadership at all levels via a focus on building resilience in our learning community;
To continue to develop our online learning approaches to ensure community engagement;
Recovery and raising Numeracy attainment and achievement post school closures;
Recovery and raising of writing attainment and achievement post school closure.

2022-2023:

Strengthen opportunities for empowerment and leadership at all levels via revisiting our curriculum rationale and our curriculum design ;
Investigate and introduce Rights Respecting Schools;
Revisit personal learning plans format and content and reporting to parents.

2023-2024:

Embed Rights Respecting Schools ethos throughout the school community ;
Revisit key policies including child protection policy, ASN and homework;
Audit of interventions to support pupils and inform next steps.

| Strategic Improvement Planning for Establishment: Overview of Links to Key Policies | | Session: 2021-2022 | | | | | | | | | | | | | |
|--|---|--|--|------|-------|------|--|--|--|--|--|--|--|--|--|
| National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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 <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | | Who? | When? | How? | | | | | | | | | |
| Who? | When? | How? | | | | | | | | | | | | | |
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| National Improvement Framework Key Drivers <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information | HGIOS 4 and Early Learning and Childcare Indicators <ol style="list-style-type: none"> Self Evaluation for self-improvement Leadership for learning Leadership of change Leadership and management of staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning teaching and assessment Personalised support Family learning Transitions Partnership Ensuring wellbeing, equality and inclusion Raising attainment and achievement/Securing children's progress Increasing creativity & employability/ Developing creativity & skills for life & learning | Argyll and Bute Education Key Objectives <ul style="list-style-type: none"> 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 <p>Strengthen opportunities for empowerment and leadership at all levels via a focus on building resilience in our learning community</p> | Proposed Impact <p>Pupils, staff and our wider community will feel empowered to make decisions about their Health and Wellbeing within school, to enable them to build resilience to cope with daily challenges</p> | Measures <p>SHANARRI wellbeing webs completed termly by both pupils and staff Strategies for teaching resilience will be clearly indicated in forward plans; Pupils will be able to discuss strategies to indicate how they cope with changes and challenges; Monitoring of pupils using the Chill Room and reasons for this;</p> | Linked to PEF (Y/N) <p>YES</p> | | | | | | | | | | | | |

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| <p>To further develop our online learning approaches;</p> | <p>Higher parental engagement with online learning via Google Guardian and online access to the school on a regular basis; Creation of a generation of pupils with high digital literacy skills which they are empowered to share with parents/siblings; Digital Literacy skills embedded across the curriculum.</p> | <p>Termly survey for parents to gather information on family wellbeing post Covid-19; Re-establishment of House system and pupil leadership opportunities</p> <p>90% of children will engage with technology complete their homework which supports their learning evidenced through teacher monitoring every week; Feedback from parental surveys (twice a year) and staff discussions (two per term); Feedback from pupils on their skills development; Training needs for parents met throughout school year as highlighted through parental survey results</p> | <p>YES</p> |
| <p>Recovery and raising Numeracy attainment and achievement post school closures; Recovery and raising of writing attainment and achievement post school closures.</p> | <p>Improved attainment in Numeracy</p> <p>Improved attainment in writing</p> | <p>Assessment data – 80% of learners will have seen an increase in their numeracy assessments scores by June 2022; Teacher observations and professional judgement; Pupil discussions and evaluations of their work; Evaluation of teaching resources</p> <p>Assessment data – 80% of learners will have seen an increase in writing levels by June 2022; Teacher observations and professional judgement; Pupil discussions and evaluations of their work; Evaluation of teaching resources.</p> | <p>YES</p> |

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021-2022

Strategic Priority 1:

Strengthen opportunities for empowerment and leadership at all levels via a focus on building resilience in our learning community;

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 |
|---|--|--|--|
| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 |
| Complete baseline assessment using SHANARRI wellbeing web with pupils, parents and staff | All staff | Ongoing – completed and reviewed once a term | Completed analysis of survey of wellbeing within school community will inform appropriate interventions |

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| <p>Development of in-school tracking system to record SHANARRI outcomes across the school</p> <p>Pupil/teacher wellbeing conversations will take place</p> <p>Wellbeing survey of families to enhance and support the transition between school and home post Covid-19 lockdowns</p> <p>After wellbeing conversations take place, appropriate actions will be put in motion including PATHS, Building Resilience pack, Outdoor Learning, use of Gareloch Room, Seasons for Growth, BMT strategies.</p> <p>Re-establishment of House System within school to ensure that pupils feel empowered within their learning community</p> <p>House assemblies will take place at least twice per term throughout the school year to ensure pupil voice</p> <p>Re-establishment of Whole School assemblies to ensure a feeling of school community and togetherness</p> | <p>PT</p> <p>All staff</p> <p>HT/Office staff</p> <p>All staff</p> <p>All staff and pupils</p> <p>Headteacher/Support Staff/House Captains</p> <p>Headteacher</p> | <p>Term 1</p> <p>Ongoing – completed and reviewed once a term</p> <p>Ongoing – September, January, May</p> <p>Ongoing – begin after completion of 1st wellbeing assessments</p> <p>Term 1</p> <p>Ongoing - begin in Term 2</p> <p>Ongoing</p> | <p>100% of staff will respond appropriately to data provided by wellbeing webs</p> <p>Almost all families will feel supported and listened to by the school.</p> <p>100% of identified pupils will have appropriate supports in place throughout the year (as staffing allows)</p> <p>All school pupils will take part in elections for House Captains/Vice-captains</p> <p>Evidence of pupil voice will be apparent through feedback from pupils during assemblies</p> <p>Almost all pupils surveyed will report that they enjoy and engage with whole school assemblies</p> |
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021-2022

Strategic Priority 2:

Title: To continue to develop our online learning approaches to ensure community engagement

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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| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 |
| <p>To continue to improve communication we will set up Google Guardian for all P5-7 parents.</p> <p>Discuss and plan with staff, Parent Council and House captains a programme of events which parents can be invited to</p> | <p>HT/PT</p> <p>All staff</p> | <p>August 2021</p> <p>Ongoing</p> | <p>Almost all parents will sign up to regular updates for Google Classroom.</p> <p>Completed events calendar created and shared with parent body by end of 1st term; XXXXXXXXXXXX</p> |

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| <p>and involved in virtually throughout the school year.</p> <p>Survey of parents to establish appropriate online training programme e.g. Seesaw, Google Classroom, Nessy etc.</p> <p>Creation of digital leader positions within pupil body to assist delivery of online training programme and empower pupils to build and develop leadership skills</p> <p>Pupils will deliver an appropriate programme of training sessions in terms 2, 3 and 4 to either parents or other pupils depending on identified need</p> <p>Embed online homework programme consistently throughout the school to ensure equity of access and share programme with parents.</p> <p>Work with school community to create and share an assembly programme for the whole year which classes can access via technology in school and at home</p> | <p>Appropriate staff</p> <p>Appropriate staff</p> <p>Digital leaders</p> <p>Teaching staff</p> <p>Headteacher/Parent Council/House Captains</p> | <p>Term 1</p> <p>Term 1</p> <p>Programme established Term 1 Online homework – ongoing throughout year</p> <p>Term 1/Early Term 2</p> | <p>Appropriate training programme created and shared with parent body by end of 1st term</p> <p>All pupils from P4-7 will have been offered the opportunity to become a digital leader; at least 2 from each class will be selected.</p> <p>Evaluative feedback will show that knowledge and understanding has increased across school community</p> <p>80% of learners will engage with online homework programme</p> <p>Almost all pupils when surveyed will state that they have been engaged by the assemblies within school</p> |
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021-2022

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| Strategic Priority 3: | | Title: Recovery and raising Numeracy attainment and achievement post school closures; | |
| National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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 | |
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| Key Actions (How) | | Lead Person | Timescale |
| All pupils to be assessed in Numeracy and Maths using appropriate tools. | | Management team to gather data Teaching staff to administer assessments | Term 1/2 |
| | | Success Criteria to facilitate evaluation of learners' progress | |
| | | 100% of learners will have been assessed in Maths and Numeracy | |

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| <p>From assessment information staff will be able to identify gaps and emerging patterns with targeted children.</p> | <p>Management team to identify pupils/RG</p> | <p>Term 1</p> | <p>100% of identified learners will have appropriate supports Learning Support plans will provide evidence of interventions and progress</p> |
| <p>Using the NPLR, teaching staff, collegiately, will research teaching and learning strategies for improvement and development.</p> | <p>Teaching staff</p> | <p>End of Term 2</p> | <p>100% of staff will have engaged with NPLR; Teaching plans for Term 3 will reflect research and learning strategies to be implemented;</p> |
| <p>Staff to plan and implement appropriate interventions based on research</p> | <p>Management team</p> | <p>End of Term 3</p> | <p>90% of pupils can voice what they have been learning and discuss numeracy strategies and supports</p> |
| <p>Management team will sample pupils, from each class and give feedback to the teacher on how well these pupils have voiced their learning.</p> | <p>Management team</p> | <p>End of Term 3</p> | <p>90% of pupils can voice what they have been learning and discuss numeracy strategies and supports</p> |
| <p>Classroom observations will demonstrate use of the teaching and learning strategies that have been identified by staff</p> | <p>Management team</p> | <p>End of Term 3</p> | <p>90% of pupils can voice what they have been learning and discuss numeracy strategies and supports</p> |
| <p>Assessments and professional dialogue will be used to demonstrate impact on learning</p> | <p>Management team/teaching staff</p> | <p>Term 4</p> | <p>80% of pupils will show an improvement on their baseline assessment</p> |

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021-2022

Strategic Priority 4:

Title: Recovery and raising of writing attainment and achievement post school closure.

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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| <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 |
| <p>All pupils to be assessed in spelling to identify starting points and supports required for specific pupils</p> <p>Programme of literacy interventions to be created and timetabled appropriately</p> | <p>Teaching staff to administer assessments;</p> <p>Management team</p> | <p>Term 1</p> <p>Term 1</p> | <p>100% of learners will have been assessed in spelling</p> <p>100% of identified learners will have appropriate supports in place</p> |

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| P6 pupils (pilot class) will share their experiences of Talk for Writing with wider school community | Primary 6 pupils | Term 2 | Almost all staff and pupils will understand more about Talk for Writing |
| Appropriate writing assessments will be completed by all pupils | Teaching staff | Term 2 | 100% of learners will have undertaken assessment |
| Survey of pupils to ascertain levels of enjoyment and engagement in writing | Management team | Term 2 | 100% PUPIL participation in survey |
| Next steps in writing will be created for all pupils and shared with parents | Pupils/teaching staff | Term 2 | 100% of learners will have appropriate next steps |
| Staff will familiarise themselves with Talk for Writing resource including appropriate training, collegiate discussions with identified cluster school (Cardross?) staff and personal research | All staff | Term 3 | 100% of teaching staff will feel confident delivering the Talk for Writing programme to their pupils |
| Talk for Writing programme will be trialled within the school | Teaching staff | Term 3/Term 4 | Forward plans, classroom observations and monitoring of pupil work will show that 100% of targeted classes are engaging with Talk for Writing. |
| Appropriate writing assessments will be completed by all pupils | Teaching staff | Term 4 | 75% of pupils will show progress against their next steps in writing |
| Re-survey pupils re: engagement and enjoyment in writing | Management team | Term 4 | 75% of pupils will demonstrate that they are more engaged and enjoy writing than previously |

Pupil Equity Funding | Planning and Reporting

School Name: Garelochhead 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%2Bschoools%2Blist%2BMay%2B2017.xlsx>)
 - % FSME
 - % SIMD 1/2 and other bands as appropriate

Baseline Data:

Our current school roll is 121. Garelochhead Primary School is classed as an accessible rural school and our SIMD bandings are as follows:

- 3 & 4 – 36%
- 5 & 6 – 52%
- 7 & 8 – 3.5%
- 9 & 10 – 8.5%

ASN:

- % of school roll receiving targeted intervention – 31.5%
- Number of UCPs – 14
- Number of LAC - 4
- Literacy Intervention - 16.5%
- Numeracy Intervention - 24.8%
- Emotional and Behavioural Intervention - 7.4%

Target group for emotional/behavioural intervention:

Children in danger of multiple exclusions including ASN children who need access to a low stimulus area to help support their ability to access their learning. Support is also offered to children whose behaviour in school is having an impact on their attainment as well as children whose absences from school are having an impact on their ability to be ready to learn when they are at school. There are also specific children who require emotional and behavioural support due to home circumstances out with their control. There are a number of LAC pupils who require emotional support to enable them to be able to access their learning. Finally, professional dialogue has highlighted that resilience in pupils across the stages is often low – this is particularly noticeable during online learning.

How do we know?

Termly absence monitoring and online learning registers; professional knowledge of children within the school; Pastoral Notes records; day-to-day observations by staff in school; Educational Psychology reports; Wellbeing webs.

Target group for literacy intervention:

SiMD 3 and 4 pupils across the stages; pupils with identified needs.

How do we know? ACEL data for reading in May '21 showed that at all stages, achievement was below the Scottish average, with a particular fall between 1st and 2nd Level from 66.7% to 54.6%. In addition, STAR reading tests completed in September '21 showed that 36% of pupils were classed as ON WATCH or BELOW. Writing ACEL data also showed that 54.6% of P7 pupils had achieved 2nd Level in May '21 compared to the Scottish average of 74% (data from 2019).

Data used: ACEL data for school from May '21, Accelerated Reader/STAR reading results, ACEL data for Scotland (2018-19).

Target group for numeracy intervention:

SiMD 3 and 4 pupils across the stages; pupils with identified needs; P2 pupils.

How do we know? ACEL data for numeracy in May '21 showed that 55.6% of pupils achieved Early Level at the end of P1, significantly below the Scottish average and also achievement in the school for previous cohorts. Analysis of those who receive targeted support for numeracy shows that almost all of those pupils fall into SiMD 3 & 4, or have additional support needs.

Data used: ACEL data for school from May '21, in house signposts administered in May '21, SNSA data for May '21, professional dialogue/observations from staff.

Target group for digital resources:

Primary 3/2 and Primary 4 classes – new boards required for these classes as only rooms without interactive boards to ensure equity of access in all classes.

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 |
|------|------|------------|-------------------|-------------------------|
| | | | | years months |
| | | | | years months |
| | | | | years months |

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

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|--------------------------------------|-------------------------------------|--------------------------------|-------------------------------------|------------------------------|--------------------------|--|-------------------------------------|--|-------------------------------------|-------------------------|-------------------------------------|
| Early intervention and prevention | <input checked="" type="checkbox"/> | Social and Emotional Wellbeing | <input checked="" type="checkbox"/> | Promoting Healthy Lifestyles | <input type="checkbox"/> | Targeted approaches to Literacy and Numeracy | <input checked="" type="checkbox"/> | Promoting a High Quality Learning Experience | <input checked="" type="checkbox"/> | Differentiated Support | <input checked="" type="checkbox"/> |
| Employability and Skills Development | <input type="checkbox"/> | Engaging Beyond the School | <input type="checkbox"/> | Partnership Working | <input type="checkbox"/> | Professional Learning and Leadership | <input type="checkbox"/> | Research and Evaluation to Monitor Impact | <input type="checkbox"/> | Using Evidence and Data | <input type="checkbox"/> |

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

| | | |
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| Seasons for Growth group for P1-3 including staffing costs - £2500.00 OCTNE training including staffing costs - £800 Nurture Room resources - £837.00 Literacy resources (Toe by Toe, Read and Respond sets, Fine Motor Skills kits etc.) - £2500.00 Numeracy resources including Outdoor learning - £4500.00 2 x Interactive Boards, brackets, installation, ex VAT - £4510.00 Talk for Writing (including training and resources) - £2400.00 | £ 2830.00 | £ 15217.00 |
| | Mid-Year Spend checkpoint | Final spend |
| | Identify any significant changes in expenditure. | Identify any significant changes in expenditure. |
| | £ | £ |

Pupil Equity Funding | Planning and Reporting

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|--|--|--|--|---|
| What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> 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)? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> 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 <i>This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.</i> | Outcome and Measure (Success Criteria to facilitate evaluation of learners' progress) <i>This is what we want to happen for the pupils by when and by how much and includes how we will measure this.</i> | Mid-Year Progress (To be completed mid school year Dec/Jan.) <i>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?</i> | Impact (To be completed at the end of the school year with data to be used in reporting in the SQR.) <i>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.</i> |
| HWB SLT- M McArthur/E Cormack HGIOS – 2.4, 2.3, 1.3 NIF KEY DRIVERS - School Improvement and School leadership OCTF – Raise educational attainment and | <u>Building a nurturing environment for our pupils which encourages them to become resilient learners</u> <ul style="list-style-type: none"> Seasons for Growth groups: <ul style="list-style-type: none"> K Howell to run group for pupils in P1-3 during Term 2; C Holloway to run groups for pupils in P4-7 in Term 3; J Moir to support. Continued development of nurture room: <ul style="list-style-type: none"> Additional resources to create spaces in school for children with emotional, behavioural or other needs. | All pupils will feel included and nurtured in school. How will we know? Wellbeing webs; % of pupils accessing the nurture room; % of pupils needing to access the chill room throughout school day; All staff will feel confident that Garelochhead Primary School is a nurturing environment. How will we know? | Wellbeing webs completed termly – PT collates results and suitable next steps are taken with targeted pupils; Seasons for Growth – P1-3 group ran during Term 2, supported by K Howell; Additional resources and furniture have been ordered for Gareloch room and other spaces around the school; OCTNE Training was completed by M McArthur and E Cormack; November | Partially completed. Wellbeing webs showed an increase in pupils who rated themselves as 7 or above in Safe, Nurtured and Included from their Wellbeing Webs; School gained their Bronze level Our Children Their Nurturing Education Award in June 2022; |

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| <p>achievement for all</p> | <ul style="list-style-type: none"> OCTNE Training for SLT; M McArthur/E Cormack to attend Argyll and Bute training and share learning with rest of staff during Term 3. Better Movers and Thinkers; E Cormack to develop and train staff on In-service in November 2021. Additional resources to be purchased as necessary. Playground development <p>M McArthur/E Aitken/Parent Council/House Captains to work on plan for development of school grounds to ensure pupils have access to high quality play experiences throughout the school day, with Parent Council contributing funds for mud kitchens and resources.</p> | <p>Feedback from staff training in OCTNE and BMT;</p> <p>Classroom observations by SLT;</p> <p>Professional feedback from J Moir.</p> <p>All stakeholders will feel included in development of school grounds and all pupils will feel they have opportunities for play throughout the school day.</p> <p>How will we know?</p> <p>Feedback from Parent Council;</p> <p>Playground observations from Support Staff;</p> <p>Feedback from House Captains.</p> | <p>in-service was spent sharing learning with staff;</p> <p>BetterMoversBetterThinkers training was undertaken by all staff at November in-service day; all teaching staff incorporated elements in to their PE lessons.</p> | |
| <p>Literacy</p> <p>M McArthur</p> <p>HGIOS – 2.3, 2.4, 3.2</p> <p>NIF Key Drivers – Assessment of children’s progress; Performance information</p> <p>OCTF – Raised educational attainment and achievement for all; Use performance information to secure</p> | <p><u>Creating a whole school literacy approach which ensures all pupils have the skills to access their learning.</u></p> <ul style="list-style-type: none"> Toe by Toe <p>Identified pupils from P5-7 to access Toe by Toe a minimum of 3 times per week. Additional Toe by Toe books to be purchased;</p> <ul style="list-style-type: none"> Class readers <p>P2-7 teachers to choose a range of class novels to be read aloud with pupils across the year. Read and Respond teacher books and class sets of books to be purchased;</p> <ul style="list-style-type: none"> Accelerated Reader <p>Class teachers to timetable regular individual reading sessions into daily timetable. Additional resources to be purchased to support expansion of</p> | <p>90% of SiMD 3&4 pupils will show an improvement in Literacy by May 2021;</p> <p>How will we know?</p> <p>Improvement in STAR Reading assessment scores across stages;</p> <p>95% of all pupils will report that they have enjoyed their class novels and will be able to explain why;</p> <p>90% of SiMD 3&4 pupils in P1 will be on track to achieve Early level by end of P1;</p> <p>85% of SiMD 3&4 pupils in P4 will be on track to achieve Early level by end of P4;</p> | | |

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| <p>improvement</p> | <p>Accelerated Reader and encourage pupils to engage and enjoy reading;</p> <ul style="list-style-type: none"> • Fine Motor Skills <p>Kits to be created for P2-3 pupils and identified pupils from P4-7 to develop Fine Motor Skills, build pencil control and encourage writing. Resources purchased as appropriate.</p> <ul style="list-style-type: none"> • Early Intervention <p>PSA to work with identified pupils in P2-3 during Terms 1 and 2, and pupils in P1-3 during Terms 3 and 4 in literacy skills based on assessment information gathered by P1-3 teachers.</p> <ul style="list-style-type: none"> • Talk for Writing <p>Resources to be purchased to support implementation of Talk for Writing at Garelochhead Primary</p> | <p>80% of SiMD 3&4 pupils in P7 will be on track to achieve Second level by end of P7.</p> | | |
| <p>Numeracy M McArthur/Parent Council HGIOS – 2.2, 2.3, 2.4, 3.1, 3.2 NIF Key Drivers – Assessment of children’s progress; Parental engagement OCTF – Raised educational attainment and achievement for all; Use performance</p> | <p><u>Creating a whole school approach to numeracy which ensures a high-quality learning environment for all and enables learners to build resilience when solving problems.</u></p> <ul style="list-style-type: none"> • Outdoor learning boxes <p>Each class to be provided with an outdoor learning box containing a range of high quality learning resources which enables all practitioners to take the learning outdoors in a meaningful way. Consultation with staff, parents and pupils will provide a comprehensive list of materials required.</p> <ul style="list-style-type: none"> • Learning support <p>Learning support teacher to focus on Maths and Numeracy with targeted pupils from</p> | <p>90% of SiMD 3&4 pupils will show an improvement in Numeracy by May 2021;</p> <p>How will we know?</p> <p>90% of all learners will state that they have enjoyed and been engaged with their outdoor learning opportunities and will be able to link these experiences to their numeracy work;</p> <p>90% of SiMD 3&4 pupils in P1 will be on track to achieve Early level by end of P1;</p> <p>85% of SiMD 3&4 pupils in P4 will be on track to achieve Early level by end of P4;</p> | | |

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| <p>information to secure improvement</p> | <p>P4-7 based on assessments completed in June.</p> <ul style="list-style-type: none"> • Early Intervention <p>PSA to work with identified pupils in P2-3 during Terms 1 and 2, and pupils in P1-3 during Terms 3 and 4 on numeracy skills based on assessment information gathered by P1-3 teachers using SEAL assessments. Tasks to be taken from SEAL/Maths recovery.</p> <ul style="list-style-type: none"> • Staff training <p>Nominated members of staff to visit Inveraray Primary School to observe their outdoor learning approaches and adapt for Garelochhead Primary School. Resources and materials will be purchased and made available to all staff to enhance their knowledge of outdoor learning in Maths and Numeracy.</p> | <p>80% of SIMD 3&4 pupils in P7 will be on track to achieve Second level by end of P7.</p> | | |
| <p>Digital inclusion D Donald/M McArthur</p> | <p>Garelochhead Primary School will provide a high quality digital experience for all of their pupils across their learning.</p> <ul style="list-style-type: none"> • Digital whiteboards <p>Two further classrooms will be fitted with Prowise boards to bring them in line with the other classrooms and to ensure equity of access to digital learning experiences for all.</p> | <p>Every pupil at Garelochhead Primary will have equity of access to digital learning and technology.</p> <p>How will we know?</p> <p>100% of all learners will have access to a digital device at home;</p> <p>P5-7 pupils will have 1:1 Chromebooks in classes;</p> <p>Every classroom will have a Prowise board (or equivalent) for pupils and staff to use.</p> | <p>COMPLETE</p> <p>Prowise boards fitted in P3/2 and P4 classrooms in June 2020.</p> <p>Chromebooks reallocated in August 2021 to ensure all P5-7 pupils have their own device. P1 have access to 15 iPads, P3/2 have access to 19 iPads and P4 have 1:2 access to laptops and Chromebooks, with an additional 4 iPads</p> <p>Approximately 35% of pupils at Garelochhead Primary School use their Chromebooks/iPads at home to complete their homework.</p> | <p>COMPLETE – All classes now have equity of access to high quality digital devices including iPads, Chromebooks and Prowise boards. As part of the council refresh of devices, another 15 Chromebooks were added to the devices available to pupils, meaning that during session 22/23 we will have enough devices for 1:1 provision throughout the whole school.</p> |