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| **National Improvement Framework Priority:**   Improvement in attainment, particularly in literacy and numeracy | | | | |
| **Focused Priority 1:** To support staff, to use data, to improve attainment in reading in P2, P3, P4 and P5 | | | | |
| **HGIOS4 Quality Indicators**  **1.2 Leadership of Learning; 1.3 Leadership of Change; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| To increase the number of children in P2, P3, P4 and P5 that are meeting expected levels by May 2022.  Increased number of children in P2, P3, P4 and P5 who are able to read unknown words using their phonics knowledge.  Increased number of children in P2, P3, P4 and P5 who can identify their strengths and next steps in reading. | To have an agreed approach for teaching ORT sight vocabulary, high frequency words and phonics.  All staff to be confident in using our phonics/spelling progression to assess and plan next steps for all learners.  All staff to be confident in using RWinc approach.  All staff to be confident in using Blending Buddies approach.  To have an agreed progression for comprehension skills.  To create a progression in reading approaches policy (to include ORT, HFW, comprehension, RWInc, PM Benchmarks, picture books, novels, non-fiction, reading for enjoyment, WfL)  All staff to be able to use reading data to identify next steps for groups of learners.  To identify an agreed ‘must haves’ for tools for reading.  Staff moderation discussions for achievement of a level for reading.  All staff to have learning conversation with children to share strengths and next steps in reading. | Working Party - led by Angela McCleary and Wendy Kerr  All Staff  Diane Daly, Wendy Kerr, Saba Ali and Julie Chrystal - responsibility for targeted input  Elaine McDonald | Baseline assessment in key stages to gather data on ORT sight vocabulary, high frequency words and ability to read cvc and cvcc words.  Repeat after intervention to measure impact.  Class observations with a focus on teaching reading.  Baseline assessment in key stages - children can articulate what they are good at in reading and what their next steps are.  \*Then repeated after intervention to check impact of children’ knowing where they are in reading.  Sampling learners’ to evidence achievement of a level for reading. | September 2021  On-going  October 2021  September 2021  May 2022  March 2022 |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | |
| **Focused Priority 2:** To support staff, to use data, to improve attainment in writing in P2, P3, P4, P5 and P7 | | | | |
| **HGIOS4 Quality Indicators**  **1.2 Leadership of Learning; 1.3 Leadership of Change; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| To increase the number of children in P2, P3, P4, P5 and P7 that are meeting expected levels for writing by May 2022.  Increased number of children in P2, P3, P4, P5 and P7 are able to recall to write the first 100 (P7 – 200) high frequency words.  Increased number of children in P2, P3, P4, P5 and P7 can identify their strengths and next steps in writing.  All staff can confidently articulate how they give all learners constructive feedback of strengths and next steps in writing. | To have a whole school progression for planning and teaching of writing from P1-7.  All staff to be confident in using Colourful Semantics to teach writing.  All staff using the criteria rubric grids as a pre and post assessment for all children to identify key teaching points for individuals.  All staff using the criteria rubric grids to moderate writing achievements of a level.  All staff participating in moderation of writing with stage partner.  To have an agreed approach to collecting assessment evidence for writing in all classes.  All staff to be delivering cursive writing inputs to learners.  To have 45% of teaching staff trained in using Model for Improvement methodology.  To develop a grammar and punctuation progression for P1-7.  All staff to use data to plan targeted interventions to improve outcomes in writing.  All staff to have learning conversation with children to share strengths and next steps in writing. | Working Party - led by Sharon Clark and Jac Niven  All Staff  Diane Daly, Wendy Kerr, Saba Ali and Julie Chrystal - responsibility for targeted input  Bev King | Baseline assessment in key stages to gather data on recall to write cvc/cvcc words and 100(200) high frequency words.  \*Repeat after intervention to measure impact.  Class observations with a focus on teaching writing/giving feedback in writing.  Baseline assessment in key stages - children can articulate what they are good at in writing and what their next steps are.  \*Then repeated after intervention to check impact of children’ knowing where they are in writing.  Discussion at attainment meetings to identify focus areas for groups of learners off track | September 2021  March 2022  Feb 2022  September 2021  March 2022  October 2021/January 2022 |

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| **Ongoing Evaluation** |
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| **National Improvement Framework Priorities:**  Improvement in attainment, particularly in literacy and numeracy; Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | | | | |
| **Focused Priority 3:** To improve all children’s learning experiences in digital literacy in P1, P4 and P7 | | | | |
| **HGIOS4 Quality Indicators**  1.2 Leadership of Learning; 1.3 Leadership of Change; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising Attainment | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Almost all children in P1, P4 and P7 will have the acquired skills as detailed in the PICT progression.  Almost all staff will be confident in using Microsoft Forms, Sway and Teams.  All Nursery – P3 staff will be confident in using Seesaw.  An increased number of staff feeling confident in using OneDrive.  All staff have increased their knowledgeable with key skills outlined in the PICT progression and can identify next steps for their own professional development. | All staff will participate in a school audit, identifying areas they need upskilled in.  Create an action plan from audit.  All staff to participate in appropriate training to ensure they can use Microsoft Sway. Forms, Teams and Seesaw.  All staff to know how to teach coding and software to create short movies. | Kirsty Couper  Julie Chrystal  Sharon Clark  Diane Daly  Bev King  All staff | Baseline through audit to identify key skills staff need support with.  Action plan – gather feedback from staff  Sampling pupils in P1, P4 and P7  Feedback from parents and carers  Staff repeat audit from April 2021 – staff feedback on areas for development | April 2021  May 2022  October and May 2022  May 2022  May 2022 |

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| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priorities:**  Improvement in attainment, particularly in literacy and numeracy; | | | | |
| **Focused Priority 4:** To develop planning in practice with the effective use of learning walls and schemas within the nursery | | | | |
| **HGIOELC Quality Indicators**  1.2 Leadership of Learning; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Securing children's progress | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All staff will effectively contribute to daily responsive and fortnightly planning.  All staff will confidently create, sustain and engage children in effective learning supported by learning walls.  All staff will confidently be able to recognise, name and support schemas identified through daily observations. | All staff to participate in planning daily and fortnightly.  Planning formats to be developed by staff to include schemas being explored by the children.  All staff to actively contribute to learning walls and involve children in these. | All staff | Feedback from staff, children and parents  Observations within the setting by SLT and Nursery teacher  Evidence within learning walls which are reflective of current learning and children’s voice | October 2021 and March 2022  On-going  September, November 2021, February and May 2022 |

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| **National Improvement Framework Priorities:**  Improvement in attainment, particularly in literacy and numeracy; | | | | |
| **Focused Priority 5:** To develop communication with parents regarding children’s next steps in learning | | | | |
| **HGIOELC Quality Indicators**  1.2 Leadership of Learning; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 2.7 Partnerships 3.2 Securing children's progress | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All staff will confidently use Seesaw to share weekly progress in learning with parents for all individual children.  All staff to be able to articulate key children’s strengths in literacy and numeracy and next steps in learning.  An increased number of parents feel they know their child’s strengths and next steps in learning for literacy and numeracy. | All staff to se Seesaw confidently.  All staff to participate in daily quality interactions with key children.  All staff using skills progressions to identify next steps for learners and share these across the staff team and with children.  All staff to use new PLJ’s to identify strengths and next steps for children in their keyworker group.  All staff to engage in a minimum of two learning conversations with keyworker parents.  All staff to engage in two attainment conversations with DHT and Nursery teacher annually. | All staff  DHT/Nursery Teacher | Feedback from staff, children and parents  Observations within the setting by SLT and Nursery teacher  Evidence within PLJ’s and Seesaw of progress in learning.  Discussions at attainment discussions.  Evidence in PLJs of keyworker/parent learner conversations. | October 2021 and March 2022  On-going  Termly  November 202 and February 2022 |

**Session 2021 -2022**

**Improvement Plan – PEF Plan**

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| **Attainment Fund Rationale** | | **Amount of Fund** | | |
| We have a high number of learners not achieving the expected levels for reading and writing in P3, P4, P5 and P7.  These gaps are linked to lack of ability to decode and encode words using phonics knowledge, limited bank of sight vocabulary, ability to recall write first 100/200 high frequency words and lack of ability to structure and hold a sentence in their head.  The evidence also suggests that there is not a consistent shared progression used in the teaching of reading and writing across the school with clear expectations for achievement of a level. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| **Intervention 1**  To increase reading attainment in P4 from 45% to 75%  **Intervention 2**  To increase reading attainment in P4 from 45% to 75%  **Intervention 3**  To increase reading attainment in P7 from 83% to 90%  **Intervention 4**  To increase writing attainment in P7 from 75% to 85% | * Additional teachers to target and improve sight vocabulary in ORT/HFW for children in P3 and P4 * Additional teachers to target and improve P3 and P4 children’s ability to decode and encode cvc/ccvc words using phonics skills * Additional teachers to target P3, P4, P6 and P7 children’s ability to hold a sentence in head and edit to check for key components. * Additional teachers to target and improve children in P4, P6 and P7 to use agree success criteria for different genres of writing to improve achievement of a level. | | Baseline assessments and then use Model for Improvement to identify focus for improvement  Feedback from staff, parents and learners |  |

* **I cannot get PEF calculator to open below – funding allocated to two class teachers, a PT and 3 x PSA posts and GL numeracy assessments – these are all to support the improvement of reading and writing declarations and to support wellbeing of children requiring additional support to regulate emotions, including bereavement and anxiety. *(Will complete in new session with costs – Business Manager has verified all financial calculations)***

**Pupil Equity Financial Plan Session 2021 - 2022**

**Allocated Amount: £79, 300**

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