



Education

Establishment Improvement Plan
2020 - 2021

School Name:

Park Primary School



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

Session:

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ol style="list-style-type: none"> 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

Strategic Priorities 3 Year Cycle

2020-2021:	2021-2022:	2022-2023:

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2020/21	
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		
		Who?	When?	How?
		Staff	Termly	Discussions
		Pupils	Termly	Surveys/Discussions
Parents	Termly	Surveys		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
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Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)	
- Increase attainment and close gaps in numeracy	- Attainment in Numeracy/Maths will increase. - Teachers will become more confident in using their professional judgement to determine achievement of a level and within a level.	- teacher testimonial of confidence re. using professional judgement. - benchmark trackers to show progression through levels. - P&A/ACEL data comparison to previous session.	Yes (support from CEW)	

<p>- Increase attainment and close gaps in literacy</p>	<p>- Attainment in Literacy/English will increase. - Teachers will become more confident in using their professional judgement to determine achievement of a level and within a level.</p>	<p>- teacher testimonial of confidence re. using professional judgement. - benchmark trackers to show progression through levels. - comparison of standardised assessment data. - P&A/ACEL data comparison to previous session.</p>	<p>Yes (support from CEW)</p>
<p>- Reconnecting our school community</p>	<p>- pupils understand school's vision and demonstrate school's values leading to improved behaviour. - pupils feel secure in school environment post-lockdown and reconnect with their peers. - pupils' wider achievements are recognised and celebrated, leading to awareness of impact of additional learning opportunities. - pupil wellbeing improves due to keen observation of pupil needs and appropriate interventions put in place. - families are guided by school to provide support for their child's learning at home.</p>	<p>- comparison of pupil wellbeing data to previous session. - pupil/family surveys to determine impact of interventions and support. - teacher judgement of pupil needs reflected in Pupil Tracking documents. - pupil surveys re. wider achievement celebration. What impact has this had?</p>	<p>Yes (support from CEW)</p>
<p>- (ELCC) Ensuring children are ready to succeed</p>	<p>- practitioners have greater awareness of pupil ability in Lit/Num. - P1 teachers have greater awareness of pupil ability pre- and post-transition. - children understand school's vision and demonstrate school's values. - pupils feel secure in ELC environment post-lockdown and reconnect with their peers. - children's wider achievements are recognised and celebrated, leading to awareness of impact of additional learning opportunities.</p>	<p>- ELC practitioner testimonials on depth of understanding of each child's ability. - progress evidenced through phonological awareness trackers at multiple points throughout session. - progress evidenced through school's benchmark trackers. - P1 teacher testimonials of information received from Park ELC and associated ELCs at end of session. - pupil needs/wellbeing evidenced through observation in ELC.</p>	<p>No</p>

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020/21

Strategic Priority 1:

Title: *Increase attainment and close gaps in Numeracy*

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 	<ul style="list-style-type: none"> 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>- Assess pupil achievement in Numeracy at beginning of session using new Sumdog diagnostic tool.</p>	<p>Acting HT</p>	<p>Aug – Oct 2020</p>	<ul style="list-style-type: none"> - teachers have a greater awareness of pupil ability in numeracy/maths post-lockdown. - teachers plan curriculum in numeracy/maths to close gaps identified in diagnostic assessment.

<p>- Assess pupil achievement using Maths Mastery Learning Cycle alongside Primary Maths for Scotland resources.</p>	<p>Acting HT</p>	<p>Oct 2020 – May 2021</p>	<p>- all teaching staff understand the Mastery Learning Cycle and use this approach to address gaps in learning as they progress through the curriculum. - pupils' needs are catered for and this approach ensures no child is left behind.</p>
<p>- Numeracy SNSAs to be completed by P4 and P7 pupils in first term to use results diagnostically.</p>	<p>Acting HT</p>	<p>Oct 2020</p>	<p>- teachers have greater awareness of their pupils' abilities in comparison to the rest of their year group and to the national picture. - P4 and P7 teachers plan to close gaps in numeracy/maths to ensure achievement of a level for each pupil.</p>
<p>- Update school's benchmark trackers to coincide with PMfS resources and to ensure tracking of pupil achievement is more accurate. - Periodically assess pupil progress against school's benchmark trackers.</p>	<p>Working Party</p>	<p>Sept – Dec 2020 Oct/Nov 2020 Feb 2021 May/June 2021</p>	<p>- teachers are able to track individual progress more accurately which will lead to greater awareness of pupil ability and specific areas needing corrective teaching. - pupils will feel more confident in their maths ability before progressing to the next unit of learning.</p>
<p>- Use of holistic assessments to be revised. End of level assessments only, to ascertain application of knowledge and skills. Discussion and planning of range of evidence in numeracy, including use of Sumdog/PMfS diagnostic tools and assessments.</p>	<p>Acting HT</p>	<p>Discussion by Oct 2020 Holistic Assessment completion to take place regularly, as end-of-unit assessments in P1, P4 and P7.</p>	<p>- P1, P4 and P7 teachers can identify application of knowledge and skills in pupils who are on track to achieve a level. - pupils can confidently apply their learning in new and unfamiliar contexts.</p>
<p>- Greater focus on moderation between stage and level partners to take place regularly (according to assessment schedule) to moderate planning, assessments and evidence.</p>	<p>SLT</p>	<p>Throughout session – defined on collegiate calendar</p>	<p>- teachers will have a shared understanding of what constitutes achievement of a level, and achievement within a level.</p>
<p>- Teachers to update Progress and Achievement information using XBRA signposting regularly throughout session.</p>	<p>Acting HT</p>	<p>Sept 2020 – Jun 2021</p>	<p>- should teachers believe a child has achieved a progress level, discussion to be had with HT using range of evidence and SEEMiS to be updated accordingly.</p>

<p>- CEW to work with targeted pupils to provide support in class using PMfS materials and to ensure consolidation of foundation skills using Numicon, Plus 1 and Power of 2.</p>	<p>Acting HT/CEW</p>	<p>Sept 2020 – Jun 2021</p>	<p>- targeted pupils become more secure in their foundation skills and make further progress through num/maths curriculum.</p>
<p>- Agree a protocol for home learning and the expectations re. numeracy/maths</p>	<p>Acting DHT (EC)</p>	<p>By Oct 2020</p>	<p>- clear communication of expectations for staff, pupils and parents during remote learning to ensure engagement and quality learning.</p>

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2020/21
Strategic Priority 2:	Title: <i>Increase attainment and close gaps in Literacy</i>		
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	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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Primary 1 pupils will be assessed using Phonological Awareness assessments. Phonological Awareness Screening tools to be 	Acting Depute Head (NL)	<ul style="list-style-type: none"> Aug/Sept 2020 Jan/Feb 2021 May/Jun 2021 	- teachers will have greater understanding of pupils’ literacy abilities. They will use this data to plug gaps

adapted to provide an intervention tool for P4-7 learners experiencing difficulty with literacy.			and provide support, and will re-evaluate throughout the session, adapting plans accordingly.
- A.R. STAR test and Suffolk Reading standardised assessments will be used to assess reading ability in P4-7 post-lockdown. Jolly Phonics assessments will be carried out with P2 and P3 pupils.	Acting Depute Head (EC)	By Oct 2020	
- Highland Literacy progression pathways will be used to provide greater clarity of progression through a level in Reading, Writing and Listening and Talking.	Acting HT	Implement by Oct 2020 Continue throughout session	- teachers will be able to plan more effectively to ensure progression. - progression pathways will enable effective moderation and ensure consistency across levels.
- Use of Jolly Phonics and Grammar programme to be revised to ensure pace of learning is appropriate and beneficial to pupils.	Acting HT	By Oct 2020	- pupils will have time to embed their learning and make connections.
- Listening and Talking assessments to be discussed and planned for. What constitutes a Listening and Talking assessment? How can this be evidenced?	Working Party	By Dec 2020 Continue through rest of session	- teachers will plan L&T assessments collegiately to ensure range of appropriate evidence is collected for each learner.
- Use of holistic assessments to be revised. End of level assessments only, to ascertain application of knowledge and skills. Discussion and planning of range of evidence in literacy required.	Acting HT	Discussion by Oct 2020 Holistic Assessment completion each term at end of level.	- P1, P4 and P7 teachers can identify application of knowledge and skills in pupils who are on track to achieve a level. - pupils can confidently apply their learning in new and unfamiliar contexts.
- Greater focus on moderation between stage and level partners to take place regularly (according to assessment schedule) to moderate planning, assessments and evidence.	SLT	Throughout session – defined on collegiate calendar	- teachers will have a shared understanding of what constitutes achievement of a level, and achievement within a level.
- Teachers to update Progress and Achievement information using XBRA signposting regularly throughout session.	Acting HT	Sept 2020 – Jun 2021	- should teachers believe a child has achieved a progress level, discussion to be had with HT using range of evidence and SEEMiS to be updated accordingly.
- Agree a protocol for home learning and the expectations re. literacy/English.	Acting DHT (EC)	By Oct 2020	- clear communication of expectations for staff, pupils and parents during remote learning to ensure engagement and quality learning.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2020/21
Strategic Priority 3:	Title: <i>Reconnecting our school community</i>		
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	Argyll and Bute Education Key Objectives	
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<ul style="list-style-type: none"> - VVA will continue to be promoted in all classes and ELC. Respect and Inclusion were identified by pupils as areas of development. We will use our VVA to address this. - Once assemblies can return, VVA will continue to be promoted through monthly 'Values' assemblies. 	<p>Acting HT Acting DHT (EC)</p>	<p>Aug – Dec 2020 Continued throughout session.</p> <p>?? (awaiting guidance)</p>	<ul style="list-style-type: none"> - pupils will become more familiar with our school's Vision and Values, and will be able to use the language of our VVA and explain the meaning behind its visual representation. - pupils' self-evaluation using Wellbeing Wheels will show an increase in Respect and Inclusion.
<ul style="list-style-type: none"> - New reward system, linked to school's 'Promoting Positive Behaviour Policy', to be introduced. All staff to promote school values using consistent approach. 	<p>Acting HT Acting DHT (EC)</p>	<p>Implement by Dec 2020</p>	<ul style="list-style-type: none"> - pupils will be able to demonstrate our values through daily interactions. - pupils will work together towards achieving our shared vision.
<ul style="list-style-type: none"> - PATHS and Zones of Regulation to continue to be used in classes to provide pupils with emotional literacy skills and encourage daily check-ins. - Ensure consistency of approach across all classes. How often? 5-point scale needed? 	<p>Working Party</p>	<p>Oct 2020 – Mar 2021</p>	<ul style="list-style-type: none"> - pupils are provided with a consistent approach across all classes. - pupils will understand the language used by all staff when supporting them to discuss their feelings and self-regulate.
<ul style="list-style-type: none"> - Increased acknowledgement and celebration of pupil wider achievements and skills development. - New SDS skills to be used in all classes (5 most in-demand employability skills). Primary 7 pupils will record this development in their Sway profiles. 	<p>Acting DHT (NL)</p>	<p>Dec 2020 – May 2021</p>	<ul style="list-style-type: none"> - pupils will have a greater understanding of the wide range of learning opportunities that exist beyond school. - pupils will be recognised and feel valued for these achievements. - all pupils will be able to discuss their development of the SDS skills.
<ul style="list-style-type: none"> - New Family Learning Calendar to be created. This will focus on tutorials to deliver family learning opportunities which will also enhance home learning experiences should this be required. 	<p>Acting DHTs (EC/NL)</p>	<p>Jan 2021 – Jun 2021</p>	<ul style="list-style-type: none"> - parents/carers will be provided with ideas on how to support their child's learning, whether at home or in school.
<ul style="list-style-type: none"> - Ensure appropriate interventions are put in place for pupils who may require additional support with social/emotional wellbeing as a result of COVID-19. 	<p>Acting HT, CEW</p>	<p>By Oct 2020 Continue to monitor throughout session</p>	<ul style="list-style-type: none"> - pupils will be able to speak one-to-one with a designated member of staff and have their feelings validated. - CEW will work more closely with identified pupils to self-evaluate their wellbeing and set targets/provide support based on their needs.

			<ul style="list-style-type: none"> - additional support from outside agencies will be sought should this be deemed necessary.
<ul style="list-style-type: none"> - Increase use of outdoors to enhance the curriculum and focus on wellbeing and mindfulness. 	<p>Acting DHTs (EC/NL)</p>	<p>Throughout session. Timetable to created showing available outdoor spaces. Teachers to indicate use of outdoors on forward plans.</p>	<ul style="list-style-type: none"> - teachers forward plans will be evaluated in Oct/Feb/Apr. - observations of outdoor learning will take place. - pupils will self-evaluate their outdoor learning experiences.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020/21

Strategic Priority ELCC:

Title: *Ensuring children are ready to succeed*

National Improvement Framework Key Priorities

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
- Use of Highland Literacy (Emerging Literacy) programme to ascertain phonological awareness and assist Primary 1 teachers with data.	Acting DHT (NL)	Jan/Feb 2021 May/Jun 2021	<ul style="list-style-type: none"> - ELC staff have a greater awareness of pupil ability in Literacy. - ELC staff plan Literacy curriculum to close gaps identified in diagnostic assessments. - Assessment results fed to school in June 2021

			in preparation for transition of pupils into Primary 1.
- Use of school's benchmark tracking grids to ensure coverage of Es and Os from Pre-5 to P1.	Acting HT	Introduce Sept 2020 (Continue throughout session)	<ul style="list-style-type: none"> - ELC staff are able to track individual progress more accurately which will lead to greater awareness of pupil ability and specific areas needing corrective teaching. - Staff continue to meet weekly with DHT to discuss progress and embed new tracking format.
- Use of Highland Early Level Progression in Literacy/English and Numeracy/Maths along with LAD Framework to plan for progression.	Acting DHT (NL)	Sept 2020 – Jun 2021	<ul style="list-style-type: none"> - ELC staff plan progressive learning experiences in Literacy and Numeracy. - Track and monitor pupil progress using LAD Framework. - Additional challenge/support provided to identified pupils.
- VVA will be introduced and promoted in the ELC.	Acting HT Acting DHT (EC)	From Oct 2020	- Children will become more familiar with our school's VVA and will be able to use the language of our VVA and explain the meaning behind its visual representation.
- Use 'Realising the Ambition: Being Me' to improve outcomes for our children and families.	Acting DHT (NL)	From Sept 2020	<ul style="list-style-type: none"> - ELC staff will use 'Realising the Ambition: Being Me' as a reference guide for any ELC-related concerns. - children and families will be addressed using the most up-to-date government guidance.
- Increased acknowledgement and celebration of pupil wider achievements.	Acting HT	From Oct 2020	<ul style="list-style-type: none"> - children and families will be encouraged to share wider achievements via Seesaw. These will be celebrated in a weekly/fortnightly ELC celebration. - from a young age, children will understand that wider achievements are a vital part of learning.
- Work with ELCs in local area to promote use of Highland Literacy trackers and provide support.	Acting DHT (NL) Cluster working	From Nov 2020	<ul style="list-style-type: none"> - associated ELCs will use Authority-led guidance on Literacy progression. - P1 teachers will have a greater awareness of pupil ability in Literacy on transition to school.

Establishment Maintenance Improvement Planning – Optional

Session: 2020/21

National Improvement Framework Key Priorities

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Key Actions (from previous plans):

- Engagement: Clan Committee to lead project on what engagement looks like in our school and what we want to see from our pupils.
- VVA: continue to promote VVA throughout school and ELC. Create new class reward system linked to school's values.

Pupil Equity Funding | Planning and Reporting

School Name: Park Primary School

School Report on PEF Expenditure and Impact 2020-21**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

Target group: 23 pupils from P1-P7 who are entitled to FME, are SIMD 1 or 2 or, through professional judgement and knowledge of families, have been identified as requiring additional support due to socio-economic background.

48% of these targeted pupils have been identified as needing literacy intervention, and 43% have been identified as needing numeracy intervention.

61% of our targeted pupils are girls, and 39% boys.

A further 18 pupils have been identified as requiring HWB/nurture support. This picture may change as we progress throughout the session in light of the impact of the pandemic.

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
Deborah Green	Childcare and Education Worker/ Youth Worker	11.8.20	31.3.21	4 years months
				years months
				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>

Early intervention and prevention	<input 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 type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input checked="" 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	Carry Forward 2019/20	PEF Allocation 2020-21
Staffing	£ 160	£ 25,846
	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	Final spend Identify any significant changes in expenditure.
	£	£

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.
- How have you consulted with and involved parents/carers and pupils in the process?
- Aim and expected impact of proposals.
- Plans to work in partnership with other schools/local partners/providers, if applicable
- Link to Our Children, Their Future
- Link to HGIOS 4 Quality indicators / NIF

How will progress be measured (what, when and how)?

- How will you know your interventions are having an impact/improving outcomes?
- Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).
- Data, new and existing, which will be required.
- Plans for how data will be collected and reported.

Identify organiser for proposed intervention/project

- Teaching and Learning
- Leadership
- Family and Community

Area	Outcome	Measure	Mid-Year Progress	Actual Impact
<p>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.</p>				
<p><u>Literacy intervention</u></p> <p>Targeted P1-4 group (CEW use of Codecracker)</p> <p>Targeted P5-7 group (CEW use of Codecracker/ Toe by Toe)</p> <p>Targeted P1-7 group (CEW use of Nessy Reading and Spelling programme)</p> <p>OCTF 1, 2 HGIOS 1.5, 2.3, 2.4, 3.2 NIF Driver 4</p>	<p>- younger pupils demonstrate improved phonological awareness and can confidently apply knowledge of phonics decoding skills.</p> <p>- older pupils show increased ability in syllable segmentation to decode words.</p> <p>- all targeted pupils demonstrate increased ability in the following:</p> <ul style="list-style-type: none"> - phonemic awareness - phonological awareness - blending and segmentation skills - reading fluency - spelling, vocabulary and comprehension skills. 	<p>- pre- and post-assessments to ascertain impact</p> <p>- comparison of phonological awareness data in P1-3 pupils</p> <p>- comparison of standardised assessment scores in Jolly Phonics/Suffolk/Accelerated reading/Parallel spelling to previous year</p> <p>- successful progression through identified programmes for intervention</p>		

<p><u>Numeracy intervention</u></p> <p>Targeted P1-2 group (CEW use of Highland Numeracy diagnostic assessments to determine specific intervention, followed by use of linked materials)</p> <p>Targeted P3-7 group (CEW use of Plus 1/Power of 2, dependent upon pupil ability)</p> <p>OCTF 1, 2 HGIOS 1.5, 2.3, 2.4, 3.2 NIF Driver 4</p>	<ul style="list-style-type: none"> - pupils' foundation skills in numeracy are embedded through use of concrete materials and continuous repetition. - pupils are able to apply this learning to help them make progress through Early/First/Second Level Numeracy (using PMfS resources). - teachers are able to push targeted pupils to make continued progress in Numeracy/Maths as foundation skills have become embedded. 	<ul style="list-style-type: none"> - pre- and post- assessments to ascertain impact (and used to provide additional support throughout session). - teacher testimonials to ascertain any improvement in pupils' basic number skills. - data comparison of improvement in number skills using Sumdog tools. - successful progression through identified programmes for intervention 		
<p><u>HWB Support</u></p> <p>Targeted P1-7 group to received pastoral support from CEW as and when required. Use of Wellbeing Wheels to track and monitor wellbeing.</p> <p>OCTF 3, 4 HGIOS 1.5, 2.1, 2.4, 2.7, 3.1 NIF Driver 4</p>	<ul style="list-style-type: none"> - pupils know they can speak to someone about their concerns and worries. - pupils are given support to meet their wellbeing needs. - pupils are given manageable targets and support to help increase their personal wellbeing scores. - CEW works with outside agencies to provide relevant support to pupils should this be required. - pupils' wellbeing scores increase. 	<ul style="list-style-type: none"> - targeted pupils will complete Wellbeing Wheel with CEW to ascertain areas for development. Targets will be set and Wellbeing Wheels reviewed in Jan/Feb and May/Jun. - interventions and support will be put in place dependent on pupil need. Assessment of this support will be shown in Wellbeing Wheel re-valuations. 		
<p><u>Family Link Worker</u></p> <p>CEW to link with and support families of targeted children to</p>	<ul style="list-style-type: none"> - parents/carers of targeted pupils are involved in making decisions regarding their child's learning and wellbeing. 	<ul style="list-style-type: none"> - parents/carers will be surveyed to ascertain the impact of a family link worker i.e. what impact has 		

<p>provide pastoral support and advice.</p> <p>OCTF 3, 5 HGIOS 1.5, 2.1, 2.5, 2.7, 3.1 NIF Driver 3</p>	<ul style="list-style-type: none"> - parents/carers are provided with home support should this be required and are provided with ideas for supporting their child's learning at home i.e. how to support your child with Toe by Toe programme. - parents/carers are given information regarding opportunities for participation. 	<p>this support had on their child's learning at home and in school?</p>		
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