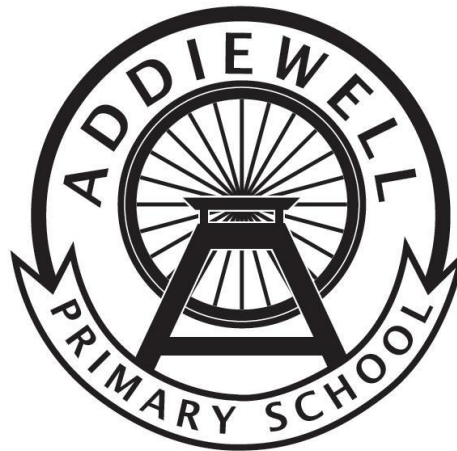


# ADDIEWELL PRIMARY SCHOOL IMPROVEMENT PLAN

2017 / 2018



# Factors Influencing the Improvement Plan

## School factors

Addressing actions identified through the school's self-evaluation procedures  
Cluster improvement plan with increased collaboration and a high level of commitment from all schools  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*  
Flexible early learning and childcare implementation  
Developing joint school collegiality within a shared campus

## Local authority factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*  
Raising attainment, including closing the gap  
*Delivering Better Outcomes*  
Single Outcome agreement  
Corporate Plan  
Integrated Children's Services Plan (Life Stages)  
Education Services Management Plan  
West Lothian's Early Years' Framework  
West Lothian Parental Engagement Framework  
Increased entitlement to early years' provision

## National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Standardised Assessments  
Child Protection Issues / Guidance  
National Legislation: Children and Young People (Scotland) Act 2014  
GTCS standards and professional update



At Addiewell Primary School we encourage the children to '***Aim High, Reach Out and Go Far***'

### **Our Values**

RESPECT    AMBITION    RESPONSIBILITY    TOLERANCE    RESILIENCE    KINDNESS

### **Our Aims – We aim to:**

#### **1. Leadership and Management**

- Provide clear vision and strategic direction for the school which is shared and influenced by all members of the school community.
- Develop leadership at all levels within the school community to promote democracy and a shared responsibility for sustainable change.
- Promote an ethos of self-evaluation which leads to continuous self-improvement.
- Improve the quality and impact of educational experiences for learners through high quality professional learning for all staff.

#### **2. Learning Provision**

- Create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
- Develop a progressive and challenging curriculum, which is meaningful, relevant, enjoyable and develops skills for life-long learning.
- Provide consistent high quality learning experiences throughout the school.
- Ensure effective support for all learners which promotes personal and social development and underpins academic achievement.

#### **3. Successes and Achievements – Raising Attainment and Achievement, Improving Well-being, Equality and Inclusion**

- Help all learners reach their full potential through a relentless focus on attainment, achievement and excellence.
- Provide a nurturing environment which reduces inequity and ensures that every learner is valued, supported and challenged.
- Foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- Ensure that all learners are able to experience a calm, positive learning environment that promotes respectful behaviour, self-regulation and respect for others.

Addiewell Primary School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIOELC QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all:</b></p> <p>High quality learning experiences are provided consistently across the school.</p> <p>Improved staff confidence in assessing and making accurate judgements in evaluating learner progress and identifying next steps.</p> <p>Increased staff confidence in analysing and using a range of data to plan appropriate learning experiences for all learners and providing targeted support and challenge.</p> <p>Improved learning experiences in science with a particular focus on developing learners' investigative skills.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.2</p> <p>1.3</p> <p>2.2</p> <p>2.3</p> <p>2.7</p> <p>3.1</p> <p>3.2</p>	<ul style="list-style-type: none"> <li>• Full implementation of the revised Inter-disciplinary learning framework.</li> <li>• Review subject area frameworks against the revised benchmarks and ensure clear progression across levels.</li> <li>• Cluster moderation sessions planned throughout the year to enable staff and pupils to engage in purposeful dialogue about attainment and achievement of a level in Literacy and Numeracy.</li> <li>• At P1, P4 and P7 develop effective use of national assessments to support diagnostic evaluation of learner progress and identification of next steps. Whole school review of agreed practice in assessment.</li> <li>• Staff training in data analysis - CEM, SIMD, GMWP wellbeing profile, behaviour, attendance.</li> <li>• Commitment to the SSERC Primary Cluster Programme in Science and Technology.</li> <li>• Appoint lead learner in all schools - attend residential training.</li> <li>• Whole school CLPL to be implemented.</li> <li>• Learning and teaching strategies developed as required.</li> <li>• Science progression to be developed/ updated.</li> <li>• Implement P7/S1 transition programme and the development of a progressive programme from Early to Second level.</li> </ul>	<p>All</p> <p>All</p> <p>PT PEF Leader</p> <p>Science Leader</p> <p>All</p>	<p>Aug 2017</p> <p>Jan 2018</p> <p>Jun 2018</p> <p>Jan 2018</p> <p>Oct 2018</p> <p>Dec 2018</p>	<ul style="list-style-type: none"> <li>• Learning visits</li> <li>• Monitoring and tracking</li> <li>• Feedback from pupils and parents</li> </ul> <p><i>How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? (2.3)</i></p> <ul style="list-style-type: none"> <li>• Professional dialogue meetings</li> <li>• Evaluation of intervention plans</li> </ul> <p><i>How well is a range of assessment evidence used to inform teacher judgements? (3.2)</i></p> <p><i>How well do we take action to remove barriers to success? (1.1)</i></p> <ul style="list-style-type: none"> <li>• Learning visits</li> <li>• Learning conversations</li> <li>• Feedback from staff</li> <li>• Baseline questionnaires</li> <li>• Evaluation of impact</li> </ul> <p><i>How effective is our whole school overview in ensuring children's knowledge and skills are built over time? (2.2)</i></p>

<p><b>Improvement in Literacy for all:</b></p> <p>Raised attainment in literacy through increased practitioner knowledge of pedagogical approaches to spelling, reading and writing.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 1.2 2.2 2.3 3.2	<ul style="list-style-type: none"> <li>Spelling CLPL provided by the Literacy base.</li> <li>Review of literacy curriculum framework.</li> <li>Lesson Study with a focus on reading, spelling and writing.</li> <li>Implementation of North Lanarkshire Active Literacy Programme at First level.</li> <li>Consistent approaches to support English for Speakers of other languages (ESOL).</li> <li>Colourful Consonants/ Vowel House Training.</li> <li>Purchase new reading resources (PEF).</li> <li>Word boost embedded throughout school.</li> <li>Big Bedtime read/Children and Parents Enjoying Reading (CAPER) and home lending library embedded in practice.</li> </ul>	All       1 <sup>st</sup> Level HT/PT All/PSW	Jun 2017    Aug 2017  Aug 2017	<ul style="list-style-type: none"> <li>Professional dialogue</li> <li>Moderation and assessment</li> <li>SWST</li> <li>CEM adaptive testing</li> <li>POLAAR assessment</li> <li>Learning visits</li> <li>Evaluation feedback</li> </ul> <p><i>How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and at points of transition? (3.2)</i></p>
<p><b>Improvement in Numeracy for all:</b></p> <p>Raised attainment in numeracy and maths through embedding high quality, differentiated learning and teaching approaches.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 2.2 2.3 3.2	<ul style="list-style-type: none"> <li>Benchmarks used to moderate and validate achievement in numeracy and maths.</li> <li>SEAL refresher training.</li> <li>FLIN chart used to assess and identify progress in number.</li> <li>Number Talks mental agility and computation to be further embedded.</li> <li>Engage with updated progression pathways and review school programme.</li> <li>Professional learning sessions for all staff to support implementation of agreed approaches.</li> <li>Cluster initial SEAL training.</li> <li>Development of family learning programme to support numeracy and maths curriculum.</li> </ul>	All  All PSW     PEF DO with All PSW Parents	Jun 2018 Oct 2017    Oct 2017  Jun 2018	<ul style="list-style-type: none"> <li>Professional dialogue - moderation and assessment</li> <li>SEAL assessments</li> <li>CEM data</li> <li>Pupil focus groups</li> <li>Learning Visits</li> <li>Pupil focus groups</li> </ul> <p><i>How do we know that our professional learning is improving outcomes for learners? (1.2)</i></p>
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>Further develop growth mind-set, nurturing school approach, empathy, resilience and restorative approaches to support the inclusion of all learners.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.2 2.1 2.4 2.7 3.1 3.2	<ul style="list-style-type: none"> <li>Consistently apply the principles of growth mind-sets throughout the school and with parents.</li> <li>Recruitment of PSW and nurture training for all new staff.</li> <li>Nurture principles underpin practice in the classroom and the playground.</li> <li>Appropriate staff and pupils to be trained in restorative practice and peer mediation approaches.</li> <li>Restorative approaches are used consistently throughout the school.</li> <li>Develop awareness of how the curriculum is developed by all staff through the ethos and life of the school. Agree roles and responsibilities</li> </ul>	All    EP New staff All	Aug 2017   Sep 2017 Oct 2017	<ul style="list-style-type: none"> <li>Parental feedback</li> <li>Pupil feedback and attitudes</li> <li>Boxall profiles</li> <li>Wellbeing wheels</li> </ul> <p><i>How well do children show consideration for others and demonstrate positive behaviour and relationships? (3.1)</i></p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Achievement programme provides all children with opportunities to develop skills for life and work and promotes family learning.</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.2 2.2 2.4 2.6 2.7 3.2 3.3	<ul style="list-style-type: none"> <li>Full implementation of the revised wider achievement programme to ensure equity of experience.</li> <li>Cluster "Careers Fayre" with focus on challenging gender stereotyping.</li> <li>Further development of pupil leadership.</li> <li>Further development of business links.</li> </ul>	All   PT	Aug 2017  Jun 2018	<ul style="list-style-type: none"> <li>Professional dialogue</li> <li>Tracking and monitoring</li> <li>Learning conversations</li> </ul> <p><i>How well are we capturing the impact of children's achievement on our community? (3.2)</i></p>

## Additionality: Pupil Equity Funding Plan: Closing the attainment gap between the most and least advantaged children

### PART 1: Contextual Data Analysis & Rationale

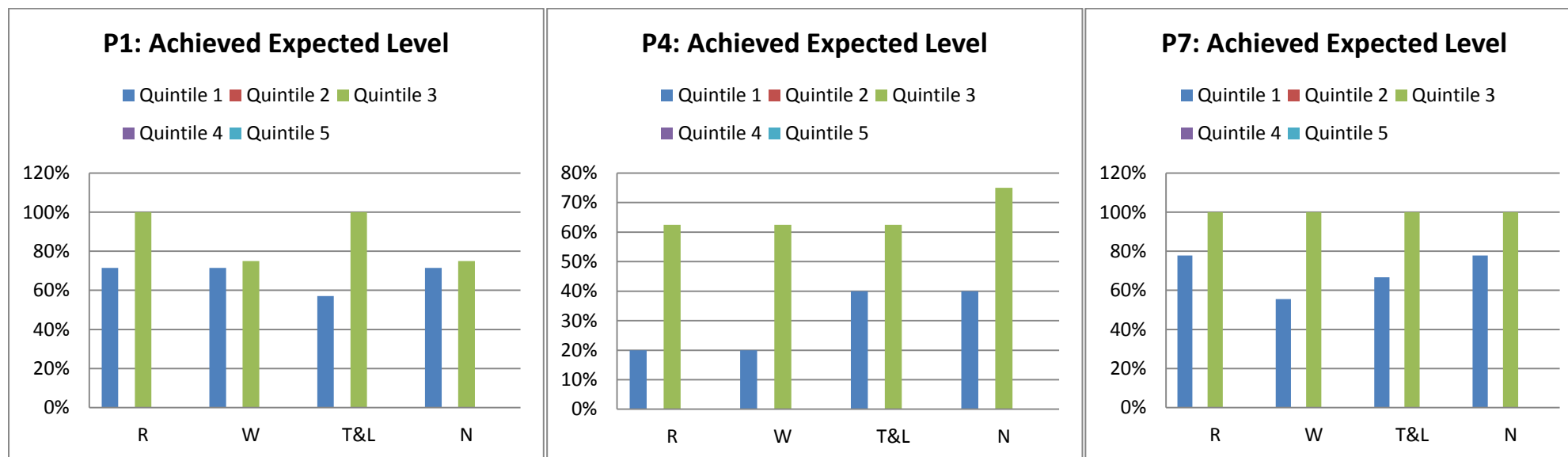
#### a) Background

A significant number of pupils at Addiewell Primary School experience a range of disadvantages which impact negatively on their attainment. In the majority of cases, they relate to poverty, family issues and poor health and wellbeing. 55% of pupils (P1-7) live in quintile 1 on the Scottish Index of Multiple Deprivation (SIMD) with the remaining 45% living in quintile 2 and 3. 39% of families claim Free Meal Entitlement (FME). 41% of pupils have staged intervention (2 or 3) and 2% are Looked After Accommodated Children (LAAC).

#### b) Data Analysis

##### Attainment and achievement of a level

Attainment data shows that in almost all cases, pupils living in quintile 3 have more positive attainment results than those children living in quintile 1, despite significant targeted support provided by school staff and partner agencies.

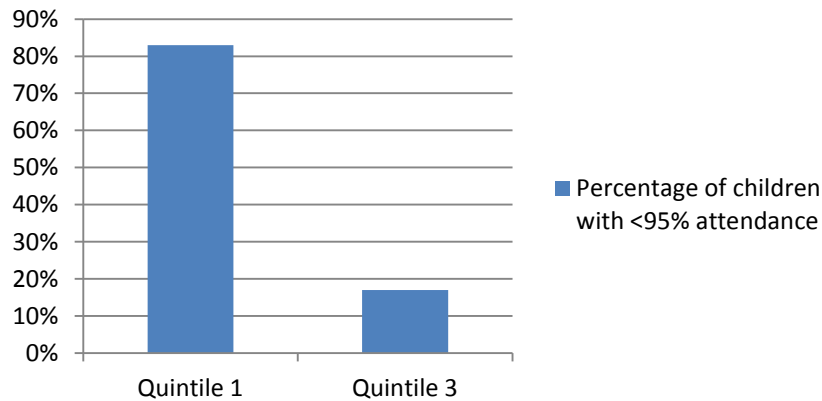


Attendance

The school average attendance is 95% which is well above the local authority target of 90%. In 5% of cases, poor attendance patterns are linked to wider family issues, behavioural issues, poor self-esteem, limited progress and attainment.

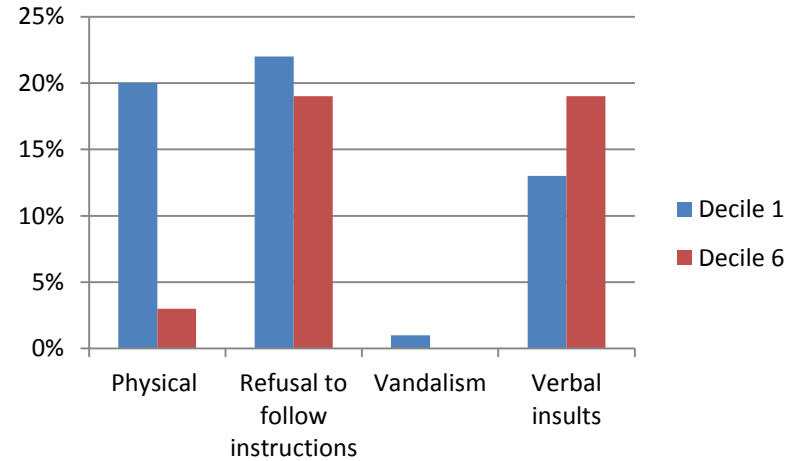
All children living in quintile 1 with <90% attendance rates are in receipt of free school meals.

Percentage of children with <95% attendance



Behaviour Support

Of the pupils who require staged intervention, most of them require behaviour support. The most common issues are related to physical assault, verbal abuse or refusal to follow instructions/rules/routines. The pupils living in quintile 1 have a higher percentage of physical incidents compared to quintile 3 who have a higher number of verbal incidents. In almost all cases the pupils with staged intervention have a negative perception of education, they find it difficult to resolve conflict peacefully and have difficulty following rules and routines.

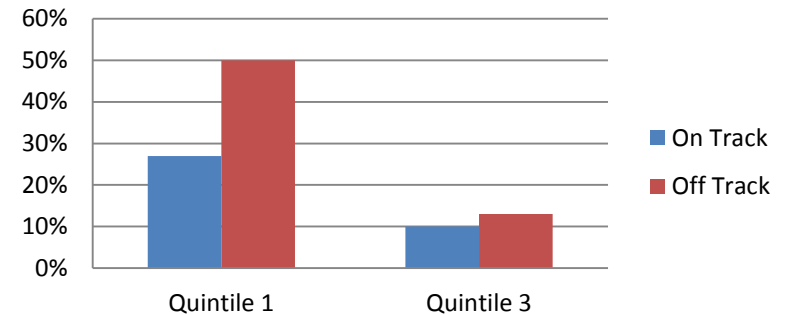


Free School Meal Entitlement

Quintile 1	76%
Quintile 3	24%

The data shows that a higher percentage of children living in quintile 1 and in receipt of free school meals are off track than those children living in quintile 3 receiving the same benefits.

**FME - Quintile Comparison**



## Quality of learning experiences

Rigorous self-evaluation evidence judges the standard of learning and teaching to be good. It would benefit pupils if high quality learning and teaching approaches were more consistently applied across the whole school. (Effect of teaching on students: Sutton trust 2011)

The Education Endowment Fund (EEF) Toolkit shows that positive impact on closing the equity gap can be obtained by and in order:

- Quality feedback
- Meta-cognition and self-regulation
- Collaborative learning
- Behaviour interventions
- Social and emotional learning
- Digital technology
- Home learning
- Parental involvement

We hope to address each of these with our planned interventions below.

### **c) What is our 'gap' and who are our target groups and their barriers to learning?**

In almost all cases, the outcomes for pupils living in quintile 3 are more positive than pupils living in quintile 1 in the following areas:

- Attainment – CfE and CEM data
- Achievement – 'Value added' data and engagement with iAchieve programme
- Attendance – Percentage of children with attendance <95%
- Behaviour – Stage 2 or 3 intervention

### **d) Summary/overview of proposal & non-negotiable outcomes**

Despite a high level of targeted support already in place for individuals, evidence suggests that outcomes for children living in quintile 1 are poorer than those living in quintile 3. Analysis of the data shows there is a clear link between poverty and lack of achievement but there are many variable factors affecting the results. To disrupt this pattern, it is essential to make best use of the data available to plan interventions which have a real and significant impact on outcomes for the target groups. To ensure equity for all pupils, professional judgement will be used alongside data to identify targeted groups in need of intervention. The evidence gathered suggests that school staff cannot continue to work in isolation to reduce the equity gap, partnership working with parents and agencies will be essential. The interventions will be rigorously monitored to measure impact on attainment and achievement.



## PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <li>• <i>new and existing performance data and other quantitative and qualitative information that will be required</i></li> <li>• <i>plans for how data will be collected and reported)</i></li> </ul>
<p><b>Literacy</b></p> <p>To improve attainment outcomes in reading, writing, talking and listening for children living in quintile 1.</p>	<p><u>Leadership</u> A literacy development post has been created to lead improvements at Early level. The remit includes development of:</p> <ul style="list-style-type: none"> <li>• Oral literacy and early acquisition of language.</li> <li>• Language progression from Early into First level.</li> <li>• CLPL opportunities for staff.</li> <li>• Family Learning and engagement including home learning tasks, online tutorials, 1-2-1 support for parents and their child.</li> </ul> <p><u>Learning and Teaching</u> Develop children's vocabulary through:</p> <ul style="list-style-type: none"> <li>• Implementation of Word Boost at all stages.</li> <li>• Regular and varied learning experiences out-with school to provide relevant and engaging stimulus to talk and write about.</li> <li>• Implement Active Literacy at First and Second level to help children make links in literacy.</li> <li>• Introduce PM Bench marking reading scheme to support progressive learning pathways developed by staff.</li> </ul> <p><u>Families and Communities</u></p> <ul style="list-style-type: none"> <li>• Promote a reading culture through lending weekly book packs at all stages throughout the school.</li> <li>• Pilot Read, Write, Count (P4-7 initiative)</li> </ul>	<p>More than 72% of P1 children living in quintile 1 will achieve expected levels in literacy by June 2018.</p> <p>All pupils living in quintile 1 will have increased vocabulary and be more confident sharing their ideas, thoughts and opinions orally and in writing.</p> <p>More than 62% of P4 children living in quintile 1 will achieve expected levels in literacy by June 2018.</p> <p>More than 75% of P7 children living in quintile 1 will achieve expected levels in literacy by June 2018.</p> <p>85% of children living in quintile 1 will achieve expected levels in literacy by June 2020.</p> <p>80% of children living in quintile 1 will read a variety of texts on a weekly basis by June 2018.</p> <p>80% of parents living in quintile 1 will engage with the Read, Write, Count Initiative.</p>	<p>The post holder will be responsible for gathering baseline evidence and comparing this to evidence gathered throughout the interventions to evaluate impact. Evidence will be gathered from a range of sources:</p> <ul style="list-style-type: none"> <li>• POLAAR assessment</li> <li>• Language Link</li> <li>• Vocabulary Assessment</li> <li>• Feedback from pupils/parents/staff</li> <li>• Teacher judgement - CfE Levels</li> </ul> <p><i>Are all staff able to access effective levels of support and training to build their capacity to engage with the needs of all learners? (2.4)</i></p> <p>The PEF leader (First Level) and Principal Teacher (Second level) will support staff to gather, analyse and respond to data and provide evidence of impact:</p> <ul style="list-style-type: none"> <li>• Baseline vocabulary assessment</li> <li>• PM Benchmarking tool</li> <li>• Learning visits</li> <li>• Regular collegiate planning, assessment and moderation to support teacher judgement (CfE levels)</li> <li>• Tracking and monitoring discussions</li> </ul> <p><i>Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners? (2.4)</i></p> <ul style="list-style-type: none"> <li>• Weekly engagement data gathered from pupils/parents</li> <li>• Evaluation from staff/pupils/parents</li> </ul> <p><i>How effectively do we monitor participation? (2.5)</i></p>

<p><b>Numeracy</b></p> <p>To improve attainment outcomes in numeracy for children living in quintile 1.</p>	<p>A cluster numeracy development post has been created to lead improvements in this area. The remit includes development of:</p> <ul style="list-style-type: none"> <li>• CLPL opportunities for staff, including the pupil support team (SEAL, Number talks, CPA)</li> <li>• Facilitating planning, moderation and assessment of numeracy and maths in partnership with class teachers.</li> <li>• Supporting and engaging families and developing home links</li> </ul> <p>Monday – Addiewell /Woodmuir and Longridge  Tuesday – Mid Calder  Wednesday – Parkhead  Thursday - East Calder  Friday – Kirknewton</p> <p>Maths recovery training for 1 staff member</p>	<p>More than 72% of P1 children living in quintile 1 will achieve expected levels in numeracy by June 2018.</p> <p>More than 62% of P4 children living in quintile 1 will achieve expected levels in numeracy by June 2018.</p> <p>More than 75% of P7 children living in quintile 1 will achieve expected levels in numeracy by June 2018.</p> <p>85% of children living in quintile 1 will achieve expected levels in numeracy by June 2020.</p>	<p>The PEF leader (First Level) and Principal Teacher (Second level) will work with the Numeracy Development Post Holder to support staff to gather, analyse and respond to data and provide evidence of impact:</p> <ul style="list-style-type: none"> <li>• SEAL assessments</li> <li>• Place mat Assessments</li> <li>• CEM data</li> <li>• Development and use of holistic assessment questions to support teacher judgement (CfE)</li> <li>• Feedback from pupils/parents/staff</li> </ul> <p><i>How well do we record, analyse and use assessment information to identify developmental needs for individual learners and specific groups? (2.3)</i></p>
<p><b>Health and Wellbeing</b></p> <p>To support the social and emotional needs of learners, overcoming barriers to learning.</p>	<p><u>Leadership</u></p> <p>The PEF Leader will facilitate partnership working with the following voluntary organisations:</p> <ul style="list-style-type: none"> <li>• Save the Children – Families Connect</li> <li>• CYPT – Growing Children with Confidence</li> <li>• Respect Me – Anti Bullying</li> </ul> <p>In order to:</p> <ul style="list-style-type: none"> <li>• Establish support networks for targeted families.</li> <li>• Implement strategies to support families with children not achieving 90% attendance.</li> <li>• Provide opportunities for family learning in Literacy, Numeracy and Health and Wellbeing.</li> <li>• Develop partnerships with parents and school to provide consistent approaches to conflict resolution for children.</li> </ul> <p>Each class will have a full time Pupil Support Worker who will:</p> <ul style="list-style-type: none"> <li>• Work alongside the class teacher to model positive relationships.</li> <li>• Build strong, positive relationships with pupils</li> <li>• Support children’s learning needs using coaching techniques.</li> <li>• Contribute to the full implementation of the nurture principles throughout the school and playground.</li> <li>• Support children in the transitions between classroom and playground.</li> </ul>	<p>The PEF Leader will provide CLPL opportunities for staff to support the implementation of Respect Me and the revised Health and Wellbeing programme.</p> <p>Increased attendance rates for pupils currently below 90% attendance through identifying barriers and working together to support families and pupils.</p> <p>Targeted groups of parents/carers will engage in opportunities for them to develop skills in conflict resolution and managing challenging behaviour.</p> <p>There will be a reduction in the number of quintile 1 children who are involved in conflict leading to a reduction in physical and verbal incidents within the classroom and playground.</p>	<p>The PEF Leader will be responsible for gathering baseline evidence and comparing this to evidence gathered throughout the interventions to evaluate impact. Evidence will be gathered from a range of sources:</p> <ul style="list-style-type: none"> <li>• Glasgow Motivational Wellbeing Profile (GMWP)</li> <li>• Attendance data</li> <li>• Behaviour data</li> <li>• Feedback from parents/pupils/staff</li> </ul> <p><i>How effectively do we use current available data about levels of poverty in our community to help us target interventions? (2.5)</i></p> <ul style="list-style-type: none"> <li>• Data analysis of recorded behaviour incidents.</li> <li>• Teacher Judgement</li> <li>• Staff/parent/pupil feedback</li> <li>• Pupil evaluation using the wellbeing wheel</li> </ul> <p><i>How do we ensure that there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? (3.1)</i></p>

	<p><u>Learning &amp; Teaching</u></p> <p>The implementation of a revised Health and Wellbeing programme that will:</p> <ul style="list-style-type: none"> <li>• Focus on mental health and the development of emotional literacy amongst pupils.</li> <li>• Support communication amongst peers to enable pupils to develop resilience.</li> <li>• Support pupils in developing skills to cope with conflict more effectively.</li> </ul> <p>Enjoy-a-ball Sports coaching (Nursery and P1) will increase achievement and skill development in the Early years.</p> <p><u>Families and Communities</u></p> <p>The PEF Leader will facilitate partnership working with the following voluntary organisations:</p> <ul style="list-style-type: none"> <li>• Save the Children – Families Connect</li> <li>• CYPT – Growing Children with Confidence</li> <li>• Respect Me – Anti Bullying</li> </ul> <p>Through working with these organisations:</p> <ul style="list-style-type: none"> <li>• Support networks will be established for targeted families.</li> <li>• Strategies implemented to support families with children not achieving 90% attendance.</li> <li>• Opportunities for family learning in literacy, numeracy and health and wellbeing.</li> <li>• Develop partnerships with parents and school provide consistent approaches to conflict resolution for children.</li> </ul>	<p>All pupils living in quintile 1 will have improved skills in emotional literacy, enabling them to engage in discussions and restorative conversations more effectively.</p> <p>All children will develop their understanding of conflict resolution.</p> <p>All children will feel safer and more respected in all areas of the school.</p> <p>All pupils within quintile 1 (Early level) will receive sport coaching in addition to their entitlement to 2hrs of physical activity each week resulting in improved gross motor skills, co-ordination and general fitness in addition to increased feelings of achievement and success.</p> <p>Increased attendance rates amongst pupils currently not achieving 90% attendance.</p> <p>More than 85% attendance at parental engagement events (Families Connect/CYPT).</p> <p>Increase in the number of children at Early and First level engaging in learning activities outside of school with parents/carers.</p> <p>2 members of staff will be fully trained in Families Connect meaning there is potential for a second phase to happen at a later date.</p>	<p>The PEF leader (First Level) and Principal Teacher (Second level) will be responsible for working with staff to gather, analyse and respond to data and provide evidence of impact:</p> <ul style="list-style-type: none"> <li>• Monthly wellbeing assessments (Wellbeing Wheel) with all pupils.</li> <li>• Glasgow Motivational Wellbeing Profile (GMWP) with targeted pupils.</li> <li>• Number of recorded behaviour incidents and the number resolved through restorative conversations.</li> <li>• Staff and pupil feedback of the HWB programme.</li> <li>• Learning visits</li> </ul> <p><i>How well do we know that the steps we have taken have improved outcomes for learners? (3.1)</i></p> <ul style="list-style-type: none"> <li>• Teacher/Coach judgement</li> <li>• Pupil assessment using wellbeing indicators</li> <li>• Baseline assessments</li> </ul> <p><i>Do we have a shared understanding of what progression looks like? (2.2)</i></p> <p>PEF leader will be responsible for working with staff and parents to gather, analyse and respond to data and provide evidence of impact:</p> <ul style="list-style-type: none"> <li>• Baseline questionnaires</li> <li>• Glasgow Motivational Wellbeing Profile (GMWP) with targeted pupils</li> <li>• Weekly feedback and evaluations from parents/carers</li> <li>• Analysis of attendance data</li> </ul> <p><i>How well do we match the right programmes to the right families? (2.5)</i></p>
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