

Meldrum Primary School Improvement Plan

2018 / 2019



Respect : Honesty : Kindness : Perseverance : Responsibility

Factors Influencing the Improvement Plan

School Factors

- Acting HT in post August 2018/19
- Addressing Action Points identified in school's Self Evaluation procedures and VSE (November 2017)
- Cluster Improvement Plan
- Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
- Flexible early learning and childcare implementation

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? 4th 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

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Our Vision

At Meldrum Primary School:

We aim to promote a culture of mutual respect where all learners are engaged and achieving.

Our Values:

Respect : Honesty : Kindness : Perseverance : Responsibility

Our Aims:

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our learners.

Learning Provision

- To create a safe, nurturing and motivating learning environment where learners and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners

Meldrum Primary School – Curriculum Rationale

A curriculum framework to meet the needs of all learners 3 - 18

THE CURRICULUM:
‘the totality of all that is planned for children and young people throughout their education’

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

VISION & VALUES
We aim to promote a culture of mutual respect where all learners are engaged and achieving.

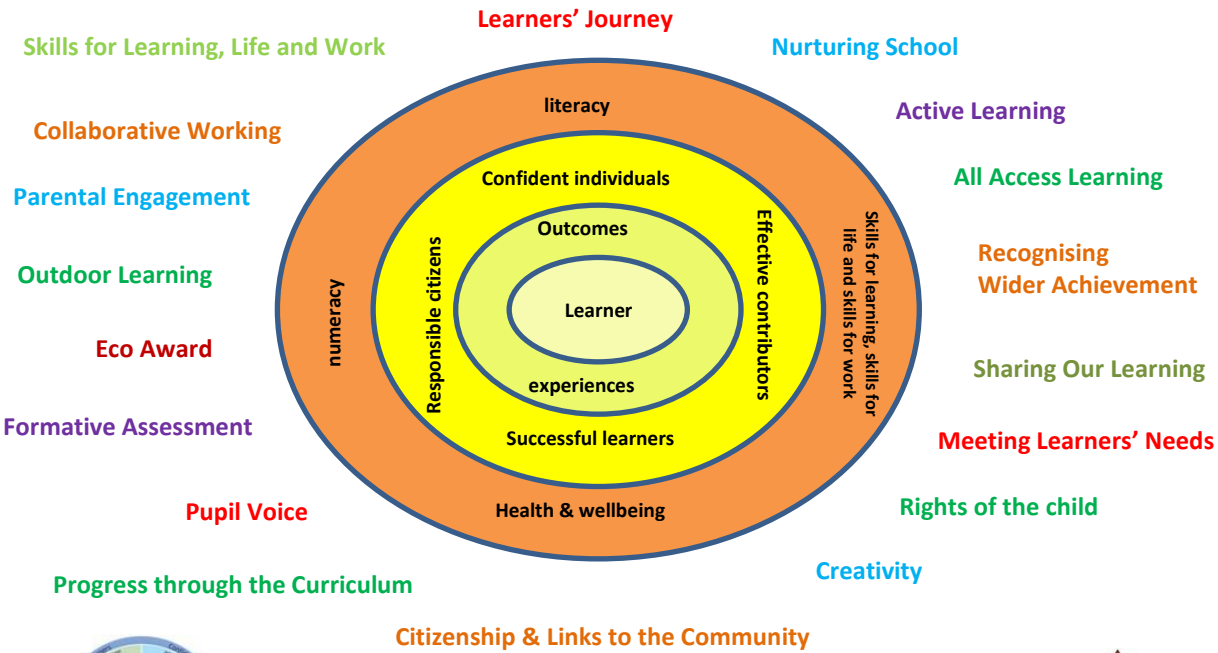
Respect :: Honesty :: Kindness :: Perseverance :: Responsibility

LEARNING & TEACHING

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Developing learners’ thinking skills
- Reflecting the ways different learners progress

EXPERIENCES & OUTCOMES
Set out expectations for learning & development in:

- Expressive arts
- Languages & literacy
- Health & wellbeing
- Mathematics & numeracy
- Religious & moral education
- Sciences
- Social studies
- Technologies



ALL CHILDREN AND YOUNG PEOPLE ARE ENTITLED TO EXPERIENCE

- a coherent curriculum from 3 – 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding the environment
- A senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

PRINCIPLES FOR CURRICULUM DESIGN:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



GETTING IT RIGHT FOR EVERY CHILD

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

- Review of learning and planning of next steps
- Target setting using Learner’s Journey / Didbook
- Gaining access to learning activities which will challenge and support
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

MELDRUM AIMS

- Raising aspirations for all pupils to achieve their potential
- Building learner’s confidence and resilience
- Taking risks in a safe environment
- Opportunities to develop talents and to achieve success
- Developing independence and resilience
- Involving parents in every aspect of learning
- Recognising our position within the local community

ARRANGEMENTS FOR ASSESSMENT

- Ongoing Assessment
- Adaptive annual assessments
- Self-evaluation and accountability
- Professional development

To support the purposes of learning

Anywhere School/Faculty			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>	HGI OS 4 QIs	Proposed Actions	By Whom / By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all:</p> <p>* To increase staff confidence through improved understanding of reflection and pedagogy in applying aspects of research into practice and embedding these into everyday in order to raise attainment and narrow the attainment gap through Tapestry partnerships.</p> <p>* To improve family learning opportunities in order to reduce barriers to learning and to improve support for parents and carers in actively engaging in their children's learning.</p> <p>*To continue to refine systems and teaching strategies to ensure that able learners are being challenged appropriately and that the pace of teaching and learning is matched to their needs and abilities.</p> <p>*To improve the coherence and relevance of the curriculum through development of learning pathways in all curricular areas.</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	2.3 3.1 3.2	<p>Tapestry:</p> <p>1.1 Identify dates and times for TLC collaboration sessions (Tapestry sessions: 5-7)</p> <p>1.2 Plan for individual Tapestry workshops (refer to Tapestry: Leading Learning - Improving Pedagogy Programme)</p> <p>1.3 Implementation of Tapestry programme – 2018/2019</p> <p>1.4 Tapestry leads to review and monitor progress with all staff and to set focus for learning rounds.</p> <p>1.5 Learning rounds to monitor impact of formative assessment strategies</p> <p>Family Learning:</p> <p>1.6 Development of Family Learning Strategy</p> <p>1.7 Development of Family Learning opportunities to be planned, monitored and evaluated throughout the school year.</p> <p>Quality Assurance:</p> <p>1.8 Further develop tracking and monitoring systems through moderation and shared quality assurance models to develop high quality learning and teaching across all stages involving all staff.</p> <p>1.9 To monitor levels of participation and motivation at all levels across the school.</p> <p>Curriculum:</p> <p>1.10 To review the curriculum at all stages.</p> <p>1.11 To include the four context for learning and principles in the planning process.</p> <p>1.12 To provide opportunities for staff to develop agreed areas of the curriculum and to evaluate and feedback the impact on pupil progress.</p>	<p>1.1 HT and Tapestry leaders (Jan 2019)</p> <p>1.2 Tapestry leaders and all staff (Jan 2019)</p> <p>1.3 Tapestry leaders and all staff (Jan 2019)</p> <p>1.4 Tapestry leads (Sept 2019)</p> <p>1.5 Tapestry leads and all staff (November 2019)</p> <p>1.6 PT and working party (June 2019)</p> <p>1.7 PT, working party and all staff (June 2019)</p> <p>1.8 HT / PTs and all staff (June 2019)</p> <p>1.9 HT / PTs and all staff (June 2019)</p> <p>1.10 HT and all staff (June 2019)</p> <p>1.11 HT and all staff (June 2019)</p> <p>1.12 Class teachers</p>	<ul style="list-style-type: none"> - Classroom observations - Learning rounds feedback - Staff self-evaluation - SNSA attainment data - Teacher professional judgement levels - Attainment meeting evidence <p>(HGIOS Challenge questions:</p> <ul style="list-style-type: none"> - Family Learning p41 - Raising attainment p51 - Curriculum p35)

<p>Improvement in Literacy for all:</p> <p>*To further embed the WLC Literacy strategy by developing the teaching of reading throughout the school with a focus on progression and assessment in order to further raise attainment.</p>	<ul style="list-style-type: none"> <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 	<p>2.2 2.3 2.4 3.2</p>	<p>Reading:</p> <p>2.1 All staff to engage with WLC Literacy Strategy to guide developments.</p> <p>2.2 Review current pedagogy in Reading.</p> <p>2.3 Analysis of SNSA results in Primary 1 / Primary 4 / Primary 7.</p> <p>2.4 Audit learning and teaching and assessment resources across all stages.</p> <p>2.5 Further engagement with progression pathways and benchmarks to ensure progression across all stages.</p> <p>2.6 Planned moderation activities to ensure progression through assessments.</p> <p>2.7 To formalise opportunities for pupils to work together on Shared Reading projects.</p>	<p>2.1 All staff (October 2018)</p> <p>2.2 All staff (December 2018)</p> <p>2.3 Class teachers (May 2018)</p> <p>2.4 HT / JB and all staff (January 2019)</p> <p>2.5 All staff (May 2019)</p> <p>2.6 HT / PTs and all staff (May 2019)</p> <p>2.7 HT / JB (May 2019)</p>	<ul style="list-style-type: none"> - Classroom observations - Learning rounds feedback - Staff self-evaluation - SNSA attainment data - Teacher professional judgement levels - Attainment meeting evidence - Planning evidence - Pupil feedback - Staff feedback <p>(HGIOS Challenge questions:</p> <ul style="list-style-type: none"> - Learning, Teaching and Assessment p37) - Raising attainment p51)
<p>Improvement in Numeracy for all:</p> <p>* The curriculum will ensure that all children and young people receive a challenging and progressive curriculum in the BGE through the delivery of West Lothian progression pathways</p> <p>*All staff provide effective, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in numeracy and mathematics</p>	<ul style="list-style-type: none"> <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 	<p>2.2 2.3 2.4 2.6 3.2</p>	<p>Numeracy:</p> <p>3.1 To engage and implement deliverables with the WL Maths action plan 2018 – 2023 to raise attainment for all.</p> <p>3.2 Identified maths link teacher to engage with each primary school to support learning and teaching at second level and to increase shared knowledge and understanding of early and to fourth level.</p> <p>3.3 Sharing pedagogy between second level staff and secondary staff.</p> <p>3.4 To develop a consistent approach of the use of mathematical vocabulary to improve learners' understanding and application to solving problems.</p> <p>3.5 Analyse and interrogation of assessment data to</p>	<p>3.1 All staff and Maths Dept, Deans CHS (Oct 2018)</p> <p>3.2 HTs and Maths Dept Leads, Deans CHS (Oct 2018)</p> <p>3.3 2nd Level staff and Maths Dept Leads, Deans CHS (Oct 2018)</p> <p>3.4 All staff and Maths Dept, Deans CHS (April 2019)</p> <p>3.5 HT, all staff and Maths</p>	<ul style="list-style-type: none"> - Classroom observations - Learning rounds feedback - Staff self-evaluation - SNSA attainment data - Teacher professional judgement levels - Attainment meeting evidence - Planning evidence - Pupil feedback - Staff feedback <p>(HGIOS Challenge questions:</p> <ul style="list-style-type: none"> - Learning,

			<p>identify common gaps in organisers. Create and implement an action plan to address gaps in learning.</p> <p>3.6 To develop greater consistency of approach and progression across all transition levels in school from Early – Second Level.</p>	<p>Dept, Deans CHS (Oct 2018)</p> <p>3.6 HT, MC and all staff (March 2019)</p>	<p>Teaching and Assessment p37)</p> <p>- Transitions, p43)</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>* To promote and develop an understanding of mental health and wellbeing, emotional literacy, ACEs and Trauma informed practices across school community</p> <p>* To equip children and young people with skills for learning, life and work to include developing perseverance and building resilience</p>	<p><input checked="" type="checkbox"/> School Improvement</p> <p><input checked="" type="checkbox"/> School Leadership</p> <p><input checked="" type="checkbox"/> Teacher Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Children's Progress</p> <p><input type="checkbox"/> Performance Information</p>	<p>2.2</p> <p>2.3</p> <p>3.1</p>	<p>Health and Wellbeing: Mental Health and Wellbeing</p> <p>4.1 To develop a cluster strategy linked to the Closing the poverty Related Attainment Gap</p> <p>4.2 Cluster Resilience launch – Launch cluster Positive HWB Strategy Resilience Film Speaker Workshop activities</p> <p>4.3 Mental Health awareness training – Poverty – cost of the school day Aces/Trauma</p> <p>4.4 Cluster 'Sharing the Learning' event – Staff</p> <p>4.5 Nurture Network Training to further staff knowledge and understanding of attachment, stress, trauma and bereavement.</p> <p>4.6 Emotion Works working party to develop action plan ensure learning is embedded and sustainable across the curriculum.</p> <p>4.7 Outdoor Learning working party to develop action plan to ensure Outdoor Learning is embedded and sustainable across all areas of the curriculum.</p>	<p>4.1 HTs, PEF team and H&W Lead (August 2018)</p> <p>4.2 All Cluster staff (September 18th 2018)</p> <p>4.3 All Cluster staff (May 2019)</p> <p>4.4 All Cluster staff (May 10th 2018)</p> <p>4.5 HT, PTs and all staff (May 2019)</p> <p>4.6 KR / AJ (May 2019)</p> <p>4.7 FL / Working group (May 2019)</p>	<p>- Tracking of pupils' wellbeing indicators</p> <p>- Staff feedback</p> <p>- Boxall Profiles</p> <p>- Strengths and Difficulties Questionnaires</p> <p>- Staff termly evaluations</p> <p>(HGIOS Challenge questions: - Ensuring wellbeing, equality and inclusion, p49)</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>* To develop opportunities for children to lead aspects of their own learning and extend opportunities for Pupil Voice at all stages.</p>	<p><input checked="" type="checkbox"/> School Improvement</p> <p><input checked="" type="checkbox"/> School Leadership</p> <p><input type="checkbox"/> Teacher Professionalism</p> <p><input type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Children's Progress</p> <p><input type="checkbox"/> Performance Information</p>	<p>3.3</p>	<p>Pupil Voice:</p> <p>5.1 To review current whole school groups and responsibilities.</p> <p>5.2 To agree a whole school pupil leadership strategy to include all classes.</p>	<p>5.1 HT and all staff (Oct 2018)</p> <p>5.2 HT and all staff (Dec 2018)</p>	<p>- Pupil feedback</p> <p>- Staff feedback</p> <p>(HGIOS Challenge questions: - Creativity and employability, p53)</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

Meldrum Primary School is a non-denominational school that sits within the Deans Community High Cluster. The school benefits from a mixed catchment area with a Free Meal Entitlement of 14.66%. The school roll currently consists of 188 pupils and our attendance is in line with the authority average at 95%. For session 2018/19 we will have 7 classes from Primary 1 -7.

The staff consists of the Head Teacher, two Principal Teachers, seven class teachers and a member of staff providing additional support through Support for Learning and Nurture provision. There are currently five Pupil Support Workers working across the school to support learners at all stages. Increased staffing levels during session 2017/18 allowed for increased 1:1 support for specific children in Primary 1, 2 and 3.

Our attainment data at Primary 1, 4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Numeracy and Maths. 10% of our school community currently receive free school meals. There are a number of parents/carers who have not applied for FSM this year and our office staff have been proactive in trying to encourage and support these parents/carers to do so. This may result in our FSM entitlement being higher as the session progresses. For those children receiving Free School Meals this session across our stages, 36.8% are not performing within nationally expected levels across Literacy and 26% are not performing within nationally expected levels in Numeracy and Maths. There are a number of pupils across the school who access small group and individual support, including Nurture and additional PSW support, across all Quintiles.

There are higher numbers of children in Quintile 1 in our current Primary 2 and Primary 4 classes. Within our P4 stage, 75% of children in quintile 1 are currently not on track in Literacy and a pupil support worker has been allocated to support this agenda within this stage. Additional support for learning time as well as time from the HT's timetable will go towards supporting pupils and their literacy development at this stage. The highest number of pupils who receive FSM appears at our P6 stage, where 20% of pupils are not on track in Literacy. 40% of pupils within this stage are not on track in Numeracy and Maths.

**b) Data
SIMD Data 2018**

School	SIMD	Rank
Meldrum Primary School	3806.027	48

Attendance Data 2017/18

Attendance	School – 95.99% West Lothian – 95.05%
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As a school our overall attendance is in line with the local authority. However we are currently working with identified families in Quintile 1 to improve their children's attendance.

School roll 2018/19

Class	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Number in class	24	24	25	28	29	28	30
% in Quintile 1	8.3%	25%	8%	28.6%	10.3%	17.9%	16.7%
% in Quintile 1 not on track	Literacy 100% Numeracy and Maths 100%	Literacy – 0 Numeracy and Maths - 0	Literacy 100% Numeracy and Maths 100%	Literacy 75% Numeracy and Maths – 25%	Literacy - 33.3% Numeracy and Maths – 0	Literacy 20% Numeracy and Maths 20%	Literacy 20% Numeracy and Maths – 20%
% Free School Meals	8.3%	12.5%	8%	14.3%	3.4%	17.9%	6.7%
% of free school meals not on track	50%	0	0	75% in Literacy 50% in Maths and Numeracy	100% in Literacy and 0 in Maths and Numeracy	20% in Literacy 40% in Numeracy and Maths	50% in Literacy 0

School roll 2017/18

Class	Primary 1	Primary 1/2	Primary 2/3	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Number in class	15	14	21	22	26	29	30	28
% Free School Meals	20%	7%	14%	14%	12%	24%	10%	18%

Scottish National Standardised Assessment Results – 2017/2018

Primary 1:

SNSA - Reading	%pupils
High / Medium	96%

SNSA - Numeracy	%pupils
High / Medium	100%

Primary 4:

SNSA - Reading	%pupils
High / Medium	100%

SNSA - Writing	%pupils
High / Medium	92%

SNSA - Numeracy	%pupils
High / Medium	100%

Primary 7:

SNSA - Reading	%pupils
High / Medium	82%

SNSA - Writing	%pupils
High / Medium	93%

SNSA – Numeracy	%pupils
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High / Medium	97%
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Our data set shows that children in Quintiles 1 and 2 have attained high, medium and low capacity for learning. Pupils across all stages and all Quintiles are receiving targeted supported where required in Reading, Writing and Numeracy.

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

The following table shows the pupils who currently receive additional support across all stages of the school and this support will continue for session 2018/19.

Class (2018/19)	Identified pupils	Quintile	Focus for Intervention
Primary 1	Identified pupils	1/2/3/4/5	Literacy / Social skills
Primary 2	Identified pupils	1/2/4/5	Literacy / Social skills
Primary 3	Identified pupils	1/2/3/4/5	Literacy / Social skills
Primary 4	Whole class + individuals	1/2/3/4/5	Literacy / Numeracy / Social skills / Emotional support
Primary 5	Identified pupils	1/2/4	Numeracy / Social skills
Primary 6	Whole class + individuals	1/2/3/4/5	Literacy / Numeracy / Social skills / Attendance (x2)
Primary 7	Identified pupils	1/2/4	Literacy

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

- **SNSA data – Primary 1 / 4 and 7 (Oct 2018 / February/May 2019)**
85+% of pupils will attain High / Medium capacity for learning in the core areas assessed by the SNSA across all levels.
- **Teacher professional judgement (Oct / Dec 2018 and Jan / March 2019)**
70+% of pupils on Free School Meals will attain CfE levels in line with the national expectations at all levels across the school.
- **Attendance**
All pupils will achieve a minimum of 85% attendance for the session.

For session 2018/19 it is proposed to continue the additional Pupil Support Workers supporting individuals and small groups across all stages and whole classes in Primary 4 and Primary 6. One of the Principal Teachers will have responsibility for the x3 identified Social Skills groups across Primary 2 – Primary 6. Pupils have been identified throughout the school as requiring additional support in both Literacy and Numeracy.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & 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"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	<p><u>Leadership</u></p> <p>Upper school pupils will be given the opportunity to apply for 'Reading Ambassador' posts to support the development of the reading culture in our school.</p> <p><u>Learning and Teaching</u></p> <p>Effective use of active literacy across the school.</p> <p>PSW's continue to work with targeted children on '5 minute box'</p> <p>Development of literacy curriculum across stages to take account of the needs of all pupils.</p> <p>Active spelling challenges developed to support SWST action plans for individual pupils.</p> <p><u>Families and Communities</u></p> <p>'Big Literacy Breakfast' planned for all stages with targeted focus for each stage on vocabulary</p>	<p>More than 85% of all pupils in P1 will achieve expected levels in literacy by the end of P1.</p> <p>More than 80% of all pupils in P4 will achieve expected levels by the end of P4.</p> <p>More than 85% of all pupils in P7 will achieve expected levels by the end of P7.</p> <p>More than 70% (increase of 20%) of all pupils in receipt of free school meals will achieve expected levels within literacy by the end of session.</p>	<ul style="list-style-type: none"> ✓ Appropriate progress through progression pathways, exemplified during 'Excellence and Equity' meetings. ✓ PM Benchmark assessment data ✓ Teacher professional judgement ✓ SNSA data used to formulate targeted action plan for pupils at key stages and holistic assessments carried out to determine engagement ✓ SWRT ✓ QI visits to classrooms with focus on targeted pupils not on track ✓ 'Give me Five' targeted pupils asked to share learning with HT and talk about next steps on weekly basis ✓ Regular collegiate planning, assessment and moderation ✓ Baseline engagement and participation assessments taken for all pupils using WL exemplification and targeted action plans put in place to support individual learners

	development and how this can be supported in home and at school. Opportunities for parents and children to learn and play together during these short and targeted sessions.		
Numeracy	<p><u>Learning and Teaching</u></p> <p>Maths and Numeracy progression pathways embedded to support planning for individual pupils.</p> <p>SEAL strategies and assessments used to target the development of individual pupils (CT's and PSW's).</p> <p><u>Families and Communities</u></p> <p>Maths and Numeracy open afternoons encourage parents/carers to come into school to work alongside their child with a variety of targeted games and activities,</p>	<p>85+% of all pupils in P1 will achieve age appropriate levels in Maths and Numeracy by the end of session.</p> <p>85% of all pupils in P4 will achieve age appropriate levels in Maths and Numeracy by the end of session.</p> <p>85+% of all pupils in P7 will achieve age appropriate levels in Maths and Numeracy by the end of session.</p>	<p>Evidence will be gathered from a range of sources:</p> <ul style="list-style-type: none"> ✓ SEAL assessments ✓ SNSA data and targeted action plans for individual pupils ✓ QI visits to classes with focus on individual pupils.
Health and Wellbeing	<p><u>Leadership</u></p> <p>PT to continue to support the development of a whole school nurturing ethos. PT to liaise closely and work alongside class teachers to support vulnerable pupils in class as well as in small targeted groups.</p> <p>P7 leaders to work alongside</p>	<p>Almost all pupils will confidently be able to express their thoughts and feelings.</p> <p>Almost all pupils will be able to describe different strategies they can use to deal with challenging feelings.</p> <p>Increased attendance for targeted pupils.</p>	<ul style="list-style-type: none"> ✓ Wellbeing indicators discussed termly for each individual pupil with targeted actions. ✓ Pupil questionnaires given out to determine key baseline, areas of concern and targeted actions. ✓ Teacher professional judgement – termly tracking and monitoring. ✓ Boxhall profiles completed to form identified groups and action planning for groups.

	<p>Premier Football Coaches to support Nurture group learning.</p> <p><u>Learning and Teaching</u></p> <p>Emotion Works programme to continue to be embedded within all aspects of Health and wellbeing.</p> <p>Whole school positive behaviour charter developed with all stakeholders to take account of the emotional and mental wellbeing of all members of our school community.</p> <p>Relax Kids programme to be piloted within P3 class. Parents/carers to be invited along to sessions to support.</p> <p>Introduction of wellbeing trackers across all stages.</p> <p>Active participation in ACE's training, impact of ACE's on our young people and professional dialogue and action surrounding support for pupils. Positive behaviour charter developed and trialled with all stakeholders.</p> <p><u>Families and Communities</u></p> <p>Nurture teacher to develop Family Learning strategy with HT to support the development of mental and emotional wellbeing.</p>		
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	Engagement with parents of pupils with less than 90% attendance and actions taken forward to support attendance at school.		
Across Learning	Additional PSW support Small group and 1:1 support Identified member of staff to lead Social Skills groups (x3)		<ul style="list-style-type: none"> • SNSA Data (Primary 4) • Teacher professional judgement – termly tracking and monitoring • Boxall Profiles • Strengths and Difficulties Questionnaire