

**Education Resources**

**Curriculum and Quality Improvement Service**

**Establishment Improvement Plan**

**2019 - 2020**

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***Park View Primary***



**Education Resources**

**Curriculum and Quality Improvement Service**

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**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2018-19/2019-20/2020-21**

| **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. | | |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transforming Learning and  Teaching |
| Implementing Curriculum for Excellence |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Strategic Priorities 3 Year Cycle** | | |
| Session 2018-2019 (Confirmed) | Session 2019-2020 (Confirmed) | Session 2020-2021 (Proposed) |
| **Literacy** – Writing and Spelling  **Numeracy** – Addition and Subtraction  **Health & Wellbeing**- Conflict Resolution & Behaviour Support  **Developing Young Workforce** - Improving Punctuality and Attendance | **Literacy** – Writing  **Numeracy** – Multiplication and Division  **Health & Wellbeing-** Cost of the School Day, Learning through play | **Literacy** – Reading and Talking & Listening  **Numeracy** – Problem Solving  **Health & Wellbeing-**Family Learning, Peer Mediation |

**Strategic Improvement Planning for Establishment: Overview of Links to Key Policies Session: 2019-2020**

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| **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. | | **Collaboration and consultation**   |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | Staff | May/June 2019 | Staff Meetings | | Parents | June 2019 | Questionnaire | | Pupils | May/June 2019 | Pupil Council Meetings | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 1:** Further develop learning and teaching in Writing and Spelling using the ‘Talk for Writing’ approach.

| **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. | | |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 1:** Further develop learning and teaching in Writing and Spelling using the ‘Talk for Writing’ approach.

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| **What will we do?** | **Who will do it?** | **When will we do it?** | **How will we know if we have been successful?** | **Has this been achieved?** |
| We will develop our teaching practice (pedagogy) in Writing for P1-7. We will work with Dean Thompson from the ‘Talk for Writing’ approach to train Leaders in Writing. | Lead: Claire Longmuir  (Literacy Co-Ordinator)  *Literacy Development Group*  *C. Longmuir*  *S. Watson*  *J. Aiton*  *S. Niewczas*  *L. Henderson* | There are 4 planned training dates throughout the session:  21st Aug 2019  5th Nov 2019  8th Jan 2020  6th May 2020  Curriculum Development sessions in Terms 1 and 2  Term 3  Term 2  During Jan – April  Term 1 | Three members of staff (C.Longmuir (Lead), S.Watson (Infant Stages Lead) and J. Aiton (Upper Stages Lead) will have completed the Leadership Training during August 2019 to May 2020. Using this training the three member of staff will devise a strategy to implement ‘Talk for Writing’ methodology in our curriculum. |  |
| Staff will participate in professional learning opportunities led by the teachers who attended the ‘Leaders in Writing’ course so that they can take this forward in their own practice. | Staff will evaluate the profession learning training they participate in and report improved confidence in the implementation of ‘Talk for Writing.’ |  |
| All staff will participate in further moderation of Writing to plan, teach and evaluate the teaching and learning of Writing using the Talk for Writing methodology. | Staff will be more confident in planning, teaching and assessing Writing. |  |
| Staff will participate in shared classroom experiences to promote high quality learning and teaching. | Evaluations will be positive illustrating strengths and develops areas in the learning and teaching of Writing. |  |
| The New Pupil Success Criteria (created in session 2018-19) will be evaluated by pupils, staff and parents/carers before being completed in final draft. | Pupils, staff and parents/carers will be consulted to evaluate the Success Criteria for Writing and amendments/recommendations will be made where applicable. |  |
| Parents will be invited into school for a ‘Find Out More About Writing’ session. This will build parental engagement and develop awareness of CfE levels in Writing and the teaching methods used in school. | Parents will give positive feedback in the evaluation forms to report increased understanding of Writing levels and learning and teaching experiences. |  |
| We will create and incorporate new phonics and spelling planners into current the infant Literacy Planners to ensure coherent and progressive learning and teaching. They will take into account the learning and teaching outlined in North Lanarkshire’s ‘Active Literacy Programme’ and the phonemes and spelling rules in the ‘Single Word Spelling Test’. | New planners will be used to teach phonics and spelling rules in the infants. The attainment results of pupils will illustrate increased attainment of spelling to reach our target of 75% |  |
| We will create new spelling planners for Third Level to ensure coherent, progressive learning and teaching. This will build capacity to challenge pupils once they have achieved the CfE Second Secure Spelling level. | Term 1 | New planners will be used to teach phonics and spelling rules in the infants. The attainment results of pupils will illustrate increased attainment of spelling to reach our target of 75% |  |
| We will develop a new online approach to homework with a focus on digital learning, particularly for spelling, to improve engagement and participation of all our pupils. We will allocate time in the homework club for pupils who do not have access to online facilities at home. This will give them the opportunity to have support to do their homework in school. | Term 1 | There will be an increase in the number of pupils returning homework.  Staff consultations will report on the increased participation of homework. |  |
| We will track and monitor the progress of pupil attainment using our database, assessments and standardised assessment to identify strengths and areas for development in relation to the teaching of Writing. | Ongoing at forward plan meetings and updating database termly | Management will oversee the tracking and monitoring of attainment and be able to identify pupils needing further support and allocate an appropriate intervention to raise attainment. |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 2:** Develop and improve learning and teaching in relation to the processes of multiplication and division.

| **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. | | |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 2:** Develop and improve learning and teaching in relation to the processes of multiplication and division.

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| **What will we do?** | **Who will do it?** | **When will we do it?** | **How will we know if we have been successful?** | **Has this been achieved?** |
| \*We will develop a shared methodology and terminology to be used when teaching multiplication and division. This will be implemented across the school to support consistency and aid smooth transition between stages. | Lead: Campbell McKissock  (Numeracy Co-ordinator)  All teaching staff  All support staff  *Numeracy Development Group*  *C. McKissock*  *S. Sheikh*  *K. Beatts*  *L. Morley*  *M. Law*  *N. Rowan* | Complete by June 2020  Put into place during term 1  June 2020  Staff Development during August Inset. Use from Term 1 onwards  Throughout session  Term 2 or 3  Ongoing throughout session | Staff evaluations will be positive and will evidence that there has been an increase in confidence in teaching multiplication and division. Learning and teaching visits will indicate that staff are increasingly confident and skillful in this area. |  |
| We will try to adapt our approach to Numeracy homework to establish a more ‘online’ approach. | There will be an increase in the number of pupils regularly completing Numeracy homework tasks. Look for feedback from both parents/carers and pupils. |  |
| We will aim to further improve our level of attainment in Numeracy. We will aim to further reduce the PEF gap in Numeracy from 3%. | Pupil attainment in Numeracy and Mathematics will increase. This will take us closer to ‘Almost All’ pupils attaining the appropriate level in this curricular area. Our PEF attainment gap will reduce from 3%. |  |
| Staff will use new planners which contain the interim and final benchmark statements. These will be used to fill gaps and extend learning of more able pupils. | Staff will be increasingly familiar with the statements and will be able to use them to effectively support their assessment of pupil progress. |  |
| Staff will engage in professional learning linked to multiplication and division and will pilot new resources/approaches e.g. Number Talks and Maths Recovery | Staff evaluations and class observations during learning and teaching visits will provide evidence that the new approaches, training and resources have contributed to improvements in learning and teaching. |  |
| Parents/Carers will be invited to join a numeracy lesson in order to raise awareness and understanding of approaches used. | Feedback will evidence that understanding of learning and teaching in Numeracy has improved and that parents/carers feel more confident in supporting their child with numeracy activities at home. |  |
| We will closely analyse our standardised test results to identify strengths and areas for development in relation to the teaching of multiplication and division. | Staff will become even more confident in using data to help to support professional judgment. There will be a close correlation between PJ and standardised scores and staff will demonstrate ability to use range of data to set targets and report on pupil progress. |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 3:** Develop a policy and approach dealing with ‘The Cost of The School Day.’

| **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. | | |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 3:** Develop a policy and approach dealing with ‘The Cost of The School Day.’

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| **What will we do?** | **Who will do it?** | **When will we do it?** | **How will we know if we have been successful?** | **Has this been achieved?** |
| Create an initial position statement to show what things we already have in place which affect the ‘Cost of the School Day’. This will be discussed with staff and added to our school website. | Lead: C McKissock | Complete by June 2019 | Position statement will be displayed on website.  Staff will be more aware of issues affecting families around the cost of the school day. |  |
| Distribute copies of surveys/questionnaires to staff, pupils and parents asking for their views on factors which influence the cost of the school day. Repeat this towards the end of the session to see what impact has been made. | C McKissock  Staff  Pupils  Parents | August 2019 and May 2020 | We will analyse the results from the initial surveys/questionnaires and then carry out a similar activity towards the end of the session to see what progress has been made. |  |
| Look to offer different ways to support parents/carers towards providing school uniform. | All Staff | Throughout session | More parents will use the uniform re-cycling service.  Feedback from parents will be more positive when survey/questionnaire is repeated later on in the session. |  |
| Monitor the number of ‘dress down’ (non-uniform days) that we have in school. Also monitor the number of children who take part and the number who make donations. | All Staff | Throughout session | The number of children taking part in non-uniform days will increase. |  |
| Look at our approach to having and funding both curricular and reward trips. | All Staff  Parents | Throughout session | Parent feedback will be positive when survey/questionnaires are repeated later on in the session. |  |
| Try to further extend the number of extra-curricular clubs provided before and during the school day, to allow more pupil participation. | C McKissock  Staff  Active Schools Coordinator | Throughout session | We will be able to analyse the number of clubs organised and use our ‘Distinct Participants’ data to see if we have increased pupil participation levels. |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 4:** Implement a play-based approach to learning in our infant classes.

| **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. | | |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 4:** Implement a play-based approach to learning in our infant classes.

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| **What will we do?** | **Who will do it?** | **When will we do it?** | **How will we know if we have been successful?** | **Has this been achieved?** |
| Attend relevant courses to develop awareness and knowledge of a play- based approach to learning. | Lead: S. Beattie, N. Rowan,  R. Stobo  Parents and carers  All teaching staff.  All support staff. | August 2019  Ongoing  Ongoing  August 2019  By September 2019  Ongoing  Ongoing  Ongoing  Ongoing  Term 3 (January 2020)  Term 4 (April 2020) | By implementing our new learning in our own classrooms and reflecting on our progress regularly. |  |
| Engage in professional reading and research around play-based approaches to teaching and learning. | By discussing our findings, reflecting on our own teaching and learning and implementing strategies we have read about. |
| Visit other schools where a play-based approach to learning is already established. | By observing, engaging in professional dialogue and trialing new approaches seen in other schools. |
| Set up classrooms to enable play-based learning to take place. This will include looking at and ordering new resources. | Observing children to see if they are engaged in their learning. Children will become more independent and confident. Children will become leaders of their own learning. |
| Sharing the play-based approach with parents, carers, and the extended learning community. | * At ‘meet the teacher’ evening we will share our vision with parents and carers. * Share ‘Play at Park View’ leaflet with parents * Create a feedback form for Parents to fill out * Parents will be confident and interested in their child’s learning journey |
| Developing short term and long term planning. | We will have created progressive planners which are easy to use and all in one place. |
| Developing and transfer termly topic planners to 4-weekly floor book plans. | We will have created a bank of evidence of child led learning throughout the year. |
| Look at how we record evidence of children’s learning through play across the full curriculum (with the possibility of trialing SeeSaw- an app for tracking and recording evidence of work). | Children will be more responsible for recording their own work using technology. Recorded work will clearly show progression of skills and knowledge that has been developed through play. |
| Developing assessments for observations during play (the Leuven scale). | We will regularly engage in observations of children’s play and be using continuous provision to enhance their learning. We will also develop the Leuven scale to be more appropriate to stage/ teacher needs. |
| Moderate infant classes to ensure continuity and progression through levels. | We will regularly engage in professional dialogue both formally and informally. We will observe each other to share and develop good practice. |
| Sharing learning with other colleagues in our school and give them the opportunity to observe a play-based classroom. | We will invite other staff to observe teaching and classroom set up. Staff will complete a questionnaire before and after observations to establish their knowledge, understanding and feelings towards a play-based approach. We will welcome any feedback to use to further develop our practice. |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 5:** Create and implement progressive, coherent learning and teaching of food education.

| **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. | | |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019-2020**

**Strategic Priority 5:** Create and implement progressive, coherent learning and teaching of food education.

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| **What will we do?** | **Who will do it?** | **When will we do it?** | **How will we know if we have been successful?** | **Has this been achieved?** |
| Increase practitioner confidence in leading high quality, skills based learning and teaching experiences. | Lead: C. Longmuir  All teaching staff.  All support staff. | Ongoing  Ongoing  Ongoing | * Progressive planners will be made to reflect the experiences and outcomes and benchmarks of food education as clear guidance for teachers. * Planners will incorporate identified priority lessons from ‘Love Food, Hate Waste’ campaign. * Class teachers and support assistants will share classroom experiences of good practice in food education lessons. |  |
| Develop the Young Workforce | * Establish links with a large Hotel chain in Glasgow and local restaurant to arrange class visits. This will provide learning experiences in catering skills and job roles. * Pupils will learn skills for work through preparing food and cooking lessons * Pupils will learn about catering services and job roles through visits from school catering staff covering learning and teaching of ‘Better Eating, Better Learning’ |
| Contribute towards closing the attainment gap in Literacy | * Pupils will write recipes for the nutritious food they make using the fresh produce (real life experience). * These recipes will create a ‘Clever Cooks’ recipe book that can be sold as DYW activity and fundraise for our future food education projects. |

**Establishment Maintenance Improvement Planning Session: 2019-20**

| **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. | | |
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| **Key Actions (from previous plans)** |
| * Continue to develop approaches to assessing and tracking progress – further training on use of database and focus on target setting. Extend database use to track interventions for pupils. * Continue to provide additional support in reading using ‘Catch Up Literacy’. * Continue to provide a wide range of group and individual support sessions to benefit the HWB of identified pupils. * Continue to monitor attendance and punctuality rates of pupils and try to raise pupil attendance rate further from 94.3% * Aim to use tracking and monitoring database to link attendance/punctuality rates to attainment for all pupils rather than just some. |

**Pupil Equity Fund**

**Planning and Reporting**

**2019-2020**

**The Gap:**

Please provide an overview of your school’s poverty related attainment gap making reference to data.

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| Look at the 5 key indicators for closing the poverty related attainment gap:  Attainment, Attendance, Exclusion, Participation and Engagement.  What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.  **Attainment**  The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the percentage of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have made the biggest progress towards closing the gap within Numeracy. Across the whole school for this year, our analysis shows that we have managed to close the gap to 3% in Numeracy. This is a 15% decrease from session 2017-18.  In 2017-18, Reading showed the biggest gap (25.4%). During this session, we put in place ‘Catch up Literacy’ as an intervention to try to close this gap. Children from P2 to P7 were included but P4 were given the most support, as this was the stage with the lowest attainment in reading. Across the whole school, our analysis shows that the gap in reading has closed by 9% and is now down to 14%.  Listening and Talking showed a gap of 18.4% for session 2017-18. We made Listening and Talking one of the areas of the curriculum taught by a CCC teacher to try to have a more consistent approach. Across the school, the gap for Listening and Talking was 14% for session 2018-19. This meant the gap had closed by 11% from the previous session.  Writing showed a gap of 16.8% for P1, P4 and P7 but a gap of 26% across the whole school for session 2017-18. We used some of our PEF allocation to buy in a teacher to run an intervention in writing called ‘Let’s Write’. Across the whole school, the gap in writing has closed by 11% to 15% during this session. As this is still our highest gap, we plan to use some of this session’s PEF allocation to keep this intervention running.  Our gaps in attainment for this session were as follows:   * Reading – gap is 14%. This has closed by 9% from last session. * Writing – gap is 15%. This has closed by 11% from last session. * Listening and Talking – gap is 14%. This has closed by 11% from last session. * Numeracy – gap is 3%. This has closed by 15% from last session.   **Attendance**  Our whole school attendance rate for last session was 94%.  For our PEF target group (SIMD 1-2 + FME) the attendance rate was 93.3%. For our non-PEF group (SIMD 3-10 no FME) the rate was 95.8%.  This means that our gap was 2.5%. This is lower than the SLC average gap for attendance which is 3.5%.  **Exclusion**  We have had no exclusions for any pupils during sessions 2017-18 or 2018 -19.  **Participation**  Across the whole school, most (85%) of pupils participated in at least one extra-curricular sport club.  Almost all of our PEF group (91%) attended at least one extra-curricular sports club.  Most of our Non-PEF group (89%) attended at least one extra-curricular sports club.  This evidences that we have closed the gap in regards to participation in extra-curricular sports clubs. This affects positively on pupil HWB and in turn supports increased attainment.  **Engagement**  Across the whole school, almost all (94%) of children were evaluated as being engaged in their learning.  Most of our PEF group (88%) were evaluated as being engaged in their learning.  Almost all of our Non-PEF group (95%) were evaluated as being engaged in their learning.  This illustrates a 7% gap in engagement between our PEF and Non-PEF group. We will aim to further reduce this gap to 5% next session. |

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| **Outcomes and Measures** | **Intervention Description**  New Interventions – description and clear rational  Max 200 words | **Intervention Theme** | | | **Organiser** | | | **Type of intervention** | | | | **Continuation of 2017/18 Plans Y or N?** | **Mid-Year Progress**  To be completed at Mid-Year Stage | **Actual Impact**  To be completed at End of Year |
| Literacy | Numeracy | HWB | Learning & Teaching | Leadership | Family & Communities | School generated | Partnership/charity | Commercial Resource | Consultant |
| **Outcomes:**   * Improve attainment in Spelling. * Whole school attainment target is 75% * Reduce attainment gap from 20% in Session 2018-19 to at least 15% in Session 2019-20 | **Intervention 1: Raise attainment and close the attainment gap in Spelling**   * We aim to raise attainment in Spelling from 64% (the majority of pupils) to 75% (most pupils) achieving expected CfE Spelling levels. * We will create and incorporate new phonics and spelling planners into current the infant Literacy Planners to ensure coherent and progressive learning and teaching. They will take into account the learning and teaching outlined in North Lanarkshire’s ‘Active Literacy Programme’ and the phonemes and spelling rules in the ‘Single Word Spelling Test’. * We will create new spelling planners for Third Level to ensure coherent, progressive learning and teaching. This will build capacity to challenge pupils once they have achieved the CfE Second Secure Spelling level. * We will develop a new online approach to homework with a focus on digital learning, particularly for spelling, to improve engagement and participation of all our pupils. We will allocate time in the homework club for pupils who do not have access to online facilities at home. This will give them the opportunity to have support to do their homework in school. | \*I |  |  | \* |  |  | \* |  | \* |  |  |  |  |
| **Measures:**   * Attainment data based on professional judgement and standardised assessment scores. |
| **Outcomes:**   * Improve attainment in Writing * Whole school target is 80% * Reduce the attainment gap from 15% to 10% | **Intervention 2: Raise attainment and close the attainment gap in Writing**   * We will develop our teaching practice (pedagogy) in Writing for P1-7. We will work with Dean Thompson from the ‘Talk for Writing’ approach to train Leaders in Writing. * We will continue to run our new intervention ‘Let’s Write’ which is funded through our PEF allocation to pay for an additional teacher. * Staff will participate in professional learning opportunities led by the teachers who attended the ‘Leaders in Writing’ course so that they can take this forward in their own practice. * The New Pupil Success Criteria (created in session 2018-19) will be evaluated by pupils, staff and parents/carers before being completed in final draft. | \* |  |  | \* | \* | \* | \* |  | \* |  | \* |  |  |
| **Measures:**   * Attainment data based on professional judgement. |
| **Outcomes:**   * Improve attainment in Reading. * Whole school attainment target is 75% * Reduce attainment gap from 14% in Session 2018-2019 to at least 10% in Session 2019-2020 | **Intervention 3: Raise attainment and close the attainment gap in Reading**   * Professional learning of the new intervention ‘Cognitive Memory’ will support a pilot group of children to develop their working memory. This will enable them to remember phonemes and high frequency words, thus developing their Reading. * Professional learning of a new intervention ‘Talking Partners’ will support a pilot group of children to develop their vocabulary and communication. This will help to reduce the vocabulary gap between the PEF group and Non-PEF group. * Create and implement new phonics planners to support learning to read in the infants. * Continue identifying children who require support to attain in Reading. * Professional learning on approaches and resources used to support struggling readers. * Prioritise Literacy support in allocation of support assistants and additional staff. | \* |  |  | \* | \* |  | \* |  | \* |  | \* |  |  |
| **Measures:**   * Attainment data based on professional judgement and standardised assessment scores. |
| **Outcomes:**   * Improved attainment in Numeracy * Whole school target is 85% * Reduce attainment gap from 3% | **Intervention 4: Raise attainment and close the attainment gap in Numeracy.**   * Further implement the use of ‘Number Talks’ across all stages. * Further professional learning for staff on the implementation of ‘Number Talks’, ‘Five Minute Box’ and ‘Maths Recovery’ * Increased range of resources to be used to support the teaching of Numeracy. * Identify a PEF target group to receive additional teaching in smaller groups. * Staff to develop common language and methodology for teaching multiplication and division. * Staff to use new planners including interim and final benchmark statement to support planning and targeting for high quality teaching and learning. |  | \* |  | \* | \* |  | \* |  | \* |  | \* |  |  |
| **Measures:**   * Attainment Data based on Professional Judgement and Standardised Assessments |

**Sustainability:**

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

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| * We plan to appoint an Acting PT for Equity who will have responsibility for leading the interventions (new and existing) and for tracking and monitoring attainment of PEF group to work towards further closing the attainment gap. * We aim to retain the Area Cover teacher who has taken responsibility for the Writing initiative and will build on the progress made in last session. * Professional learning undertaken by lead staff in this session will be shared with staff to ensure interventions and high quality learning and teaching, will continue to raise attainment and close the attainment gap. |