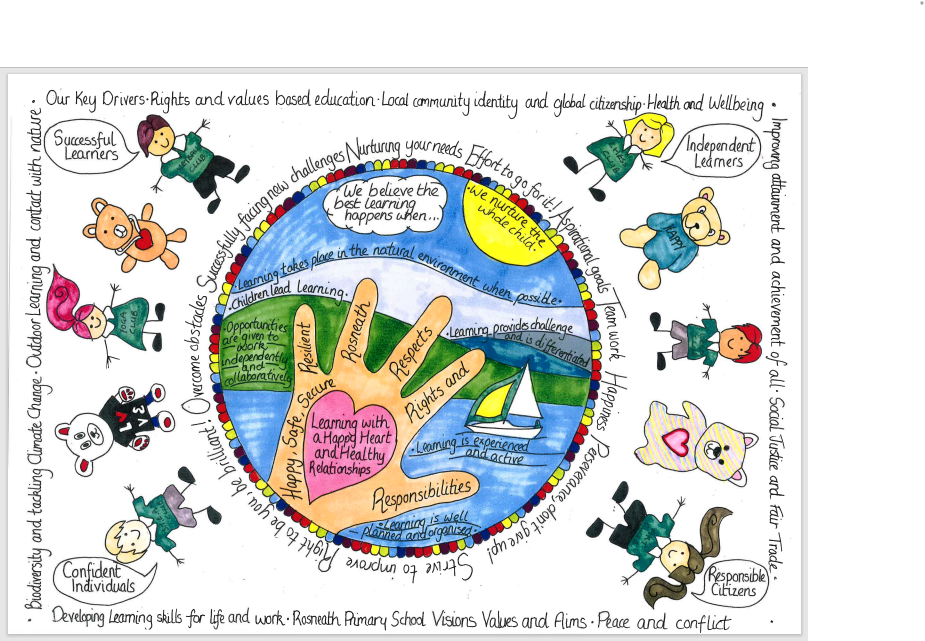
School Name: ROSNEATH PRIMARY SCHOOL & ELCC



Vision, Values and Aims

(Revised recovery phase 2021-2022)

**Contents:**

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Funding | Planning and Reporting

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2022-2023 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2022 – 2023: | | 2023 – 2024: | 2024 – 2025: | |
| * Whole school improvement in number processes * Strengthened partnership working at levels across community. * School to achieve bronze LA nurture accreditation * Improved writing for all. | | * Revisit whole school & elcc curriculum rationale * Revisit Learning Teaching and Assessment Policy * Audit interventions to support pupils requiring additional support and more able pupils * Revisit child protection policy | * All planning, mentoring, tracking and evaluating is manageable and relevant * Revisit My world of work and skills development * Evaluate robust performance data measures. | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2022-2023 | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Staff | TERMLY | | SE/ Monitor/QA |
| Pupils | TERMLY | | Assembly/Focus Grps/ Surveys/ Committees |
| Parents/ Carers/Community | TERMLY | | Surveys/ PTA/ Focus Gps |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 & employability/ Developing creativity & skills for life & learning | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels | | | |
| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| **Strategic Priority 1**  Raising attainment and closing the poverty related attainment gap in numeracy  **Strategic Priority 2**  Sustaining education within our school community  **Strategic Priority 3**  Inclusion, Wellbeing and Equality  **Strategic Priority 4**  Recovery and raising attainment and achievement in literacy | All pupils from ELCC to P7 will have increased attainment data in numeracy processes by Jun 23.  All Families and staff will have increased accessibility to promote lifelong learning, raising a sense of achievement and success.  Early Years bronze accreditation of ‘Their Nurture Education’ leading to improved emotional resilience for 4 targeted children in primary 1.  80% of children from P1 to P7 Increased engagement in non-fiction writing through peer discussion, class discussion, and wee HGiOS focus group questions by May 23. | * GL star assessments * SNSA * Pupil survey, Pupil voice * Benchmarks * Glasgow motivation SE tool * Family Survey, Focus Group * HGIOS school challenge questions * Community Meetings, Parent Council * Completion of A& B OCTNE programme * Boxhall Profile * Pupil survey, Wee HGIOS peer group * SE Nurture questions * Talk 4 Writing * Benchmarks used termly to assess progress in writing and measure impact of interventions * Staff judgements, gathering evidence, stage planning, moderation meetings * Myself as a learner * Pupil Mind sets * Identify vulnerable pupils * Intervention planning | | | **Y**  **Y**  **Y**  **Y**  N | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/2023 |
| **CLUSTER PRIORITY:** | Title: RAISING ATTAINMENT AND CLOSING THE POVERTY RELATED ATTAINMENT GAP IN NUMERACY | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Improving attainment in Numeracy through Cognitively Guided Instruction** | | | |
| **Key Actions (How)**  **Lead Person** | | **Timescale**  **Success Criteria to facilitate evaluation of learners’ progress** | |
| Professional engagement session to discuss expectations of approach and identify aspects of current maths provision targeted for improvement. | C Bryden C Keech | Nov 2022 | Practitioners will have a clear understanding of the planned professional development.  Practitioners will be able to identify aspects of current maths provision targeted for improvement. |
| Baseline assessment of problem solving and pupil attitudes to numeracy using materials provided by Dr Moscardini | C Keech | Nov - Dec 2022 | Data from assessments will provide a clear baseline, setting out pupils’ current attainment level. |
| Attendance at training sessions led by Dr Lio Moscardini, comprising of:  Introductory twilight (2 hours)  EITHER In service day (Mull)  OR 2 further twilights (HALCO) | C Bryden / Dr Lio Moscardini  C Keech | Nov – Dec 2022 | Practitioners will have a clear understanding of the CGI approach and anticipated outcomes and impact for the targeted group of learners.  Practitioners will be confident to begin implementation with the targeted group. |
| Implementation & evaluation of CGI approaches within the classroom.  Internal school monitoring. | C Keech | Nov 22 onwards | Practitioners will be clear about school expectations around implementation – how much, how often etc.  Discussion with practitioners will demonstrate an increase in confidence in delivery of CGI approaches.  Observations/reviews of pupil work will demonstrate increased numerical understanding and fluency with word problems. They will demonstrate greater application of numeracy skills, particularly relating to number and number processes. |
| Evaluation of impact on selected children’s levels of motivation using Leuven’s Scale and run charts | C Bryden / C Keech | January / February 2023 | Data will demonstrate increased levels of motivation in relation to numeracy for almost all selected learners. |
| Support will be available as needed from cluster lead Iona Wardhaugh (Mull) / Kiersty Travers (Cardross)  Observation within the cluster by Dr Lio Moscardini, followed by a cluster discussion twilight session. | Kiersty Travers / Iona Wardhaugh /Dr Lio Moscardini | January 2023 | Practitioners will engage in reflective discussions to facilitate evaluation of their progress and learners’ progress.  Practitioners will know who to ask for support.  Practitioners will have an understanding of their next steps and next steps in supporting learners. |
| Reassessment of problem solving skills and attitudes to numeracy | C Keech | March 2023 | Most pupils will demonstrate raised attainment from baseline assessment in both problem solving and pupil attitudes to numeracy.  Data will be collected enabling both school and central analysis of impact and informing of next steps. |
| Discussion of future development of CGI across school / cluster / authority | C Keech | March 2023 | Practitioners will be able to identify appropriate and well informed next steps in relation to their learners / school / cluster / authority. |
| Sharing Impact showcase event – staff share impact on classes with other schools across the authority | C Bryden supported by practitioners and staff leads | May 2023 | Through their presentation at the showcase event, practitioners will be able to articulate a positive impact on themselves and pupils. |
| **Numeracy -SEAL Strategy**  Identify individual pupils from P1-7 demonstrating low fluency in problem solving and understanding. within problem solving using  GL Assessment Progress in Maths P3-7 online assessments  NPLR Maths & Numeracy, Star Assessments Accelerated Maths  SNSA P1, P4, May 22  From assessment information this will allow staff to identify gaps.  Shared planning across Early Level to support learning and teaching of numeracy and support of individual identified children with planning tracked through developmental milestones and E&O school devised tracker to evaluate individual children.  PEF teacher intervention to SEAL program to targeted children from ELCC to P7 based on May 22 assessment data, delivered three mornings a week.  All staff to implemented E& O tracking tool to evaluate daily learning and teaching, monitoring individual pupil progress from Aug 22.  Parental/family workshops for each stage in school to facilitate family engagement with children’s learning.  Maths Week homework challenge to increase pupil engagement and community maths challenges. | All class teachers to scrutinise data evidence to establish list of targeted pupils.  ELCC, P1 & PEF TEACHER  A Rogers  All teaching staff & ELCC practitioners  All teaching staff & ELCC practitioners  All teaching staff & ELCC practitioners | Term 1  Term 1 , 2, 3 & 4  Term 1, 2 , 3 & 4  Term 1, 2 , 3 & 4  Term 1, 2 , 3 & 4  Term 2  Term 2 | Evaluate assessment information and implement interventions based on analysis of patterns using SEAL teacher by Mar 22.  Gaps within specific areas of numeracy identified.  Emerging patterns analysed and supported sessions delivered by P1 teacher and SEAL teacher on a weekly basis until June 23.  All targeted pupils will increase in mental agility and problem solving fluency recorded in their GL assessment by May 23.  Tool will track daily pupil engagement, whilst highlighting areas for support for all children from ELCC to P7 across maths & numeracy, evidencing greater depth of learning of knowledge and understanding.  85% of families across school community will attend child maths/numeracy workshop to support parental engagement and raise maths and numeracy curriculum awareness by Dec 22.  85% of families across school community will respond to child maths/numeracy homework challenges during maths week and increase parental engagement by Dec 22. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-23 |
| **Strategic Priority 2:** | Title: SUSTAINING EDUCATION WITHIN OUR SCHOOL COMMUNITY | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Family Liaison Officer  Continuation of FLO post, part time to work with targeted families across school community.  (mental health, benefit support applications, routines, SFG, Digital skills, Adult nurture group)  Build links with community council and MOD funding to apply for 3 year Covenant funding grant to invest in digital technology to support rural poverty and reduce digital isolation within local community for school community families.  Family Liaison Officer to offer twice weekly ‘drop in’ sessions in local community hall for school community families to offer esafety advice, support with benefit applications for FSM and uniforms and advice to support childhood mental health.  Working in partnership with established family hub school links, continue work with community learning to facilitate adult learning for school family families.  FLO to establish monthly care experience support group to offer to current and former pupils in partnership with National voluntary foster carer/ care experienced children.  Family workshop to support esafety in partnership with community police.  All staff to attend Teams modules to facilitate presentation and setting up a meeting.  Through GTCS and SSSC professional standards, all staff will meet each term to collectively reflect on their engagement with LfS through professional learning on their practice.  Termly PRD partner discussions to be protected through collegiate time to allow for quality discussion and update PL or CPD record to include; professional study, leadership opportunity, collaborative learning, learning events and professional enquiry.  Staff to attend in-service training on new authority policy at work information. | L.Murdoch & HT  L.Murdoch & HT  L.Murdoch & HT  L.Murdoch & HT  L.Murdoch & HT  National Foster Carer support worker – volunteer  L.Murdoch, Community Police & HT  All staff  All staff  All staff  All staff | Aug 22 – Jun 23  Nov 22 (Outcome Feb 23)  Nov 22  Aug 22 – Jun 23  Aug 22  September 22  Dec 22  By Jun 23  By Jun 23  Term 1 | Targeted families would engage with FLO and facilitate child attendance, engagement with child’s online learning journey, support access to workshops and parental/ family appointments.  Increased family engagement in children’s learning to improve wider family learning outcomes and reduce barriers.  All families will have access to support from our FL officer on a weekly basis, to support with mental health in children advice, application support and child esafety.  Targeted families will receive one to one learning to enhance their qualifications and CV skills and improve their personal achievement.  X6 Targeted families to receive monthly advice from support group to enhance their knowledge and rights of CE system and entitlements for their child.  All children from ELCC to P7 will be able to explain why restrictions are in place on their home devices when accessing the internet and apps, evidence through discussion, pupil council minutes and assemblies.  All staff will have increased confidence and skills to accessing tools within Teams.  All staff will increase in confidence in their professional reflection, PRD process and have an increased understanding and application of the need to demonstrate LfS in their practice.  All staff will have an awareness and understanding of the new authority attendance policy. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022 - 2023 |
| **Strategic Priority 3:** | Title: Inclusion, Wellbeing and Equality | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Early Year Nurture Groups with EP  (P1, ELC)  All staff to attend In-Service Nurture and Trauma training with EP service.  Nurture Principles revisited and focus to be identified in consultation with all stakeholders.  Plan and establish two targeted nurture base rooms to support elcc children and primary 1.  Using Boxhall assessment profile to identify groups of children and plan areas of development.  X3 targeted groups of children will receive nurture intervention in Primary 1 over three afternoons a week from Sept 22. | EP & HT  All staff  EP, HT, Gillespie, A. Rogers, ELCC practitioners  EP, HT, Gillespie, A. Rogers, ELCC practitioners  EP, HT, Gillespie, A. Rogers, ELCC practitioners | Aug 22  Aug 22  Sept 22 – Jun 23  Sept 22 – Jun 23  Sept 22 – Jun 23 | Increase confidence in all staff and increased knowledge and awareness of nurturing principles following Aug 22 in-service.  Gain recognition for being a Trauma Informed School and achieve Nurture authority accreditation by June 23.  Targeted children will increase in resilience and self-regulation skills to improve emotional wellbeing by June 23. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-2023 |
| **Strategic Priority 3:** | Title: Recovery and raising attainment and achievement in literacy | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Non Fiction Writing**  Talk4 Writing non-fiction twilight training  Tracking and assessment periods will outlined within the collegiate calendar.  Collegiate planning to revise quality assurance activities and range of assessments to support improvement in writing.  Moderation of imaginative writing during curriculum dev. meetings of’ Talk4writing’ process. Linking into pupil assessment profiles, assessment calendar and policy.  Talk4writing non-fiction training and use of resources purchased last session to support research and planning preparation.  Implantation of literacy learning logs throughout whole school community to capture pupil engagement and raise attainment.  Introduction of share talk4writing focus across all early years, shared planning and reviewing progression across all terms    Creation of a shared literacy library to support stories through different subjects/ themes, by sharing whole community resources.  Continuation of whole school community outdoor writing stations/ opportunities.  All elcc early years children will create and produce outdoor learning QR video talks, sharing stories both in campus and online with families. | HT  HT  All staff/ Kayleigh  All staff  HT  Lorna  Early years staff  Lorna  Helen  Helen | Term 3  Term 2  Term 2  Term 3  Term 1 & 2  Term 2, 3 & 4  Term 3  By Mar 23  By Mar 23 | 80% of children from P1 to P7 Increased engagement in non-fiction writing through peer discussion, class discussion, and wee HGiOS focus group questions by May 23.  Be able to convey information in differing ways, describing events and processes assessed through piece of writing by May 23.  P3 – 7 Improved vocabulary and accuracy of spelling applied through a piece of writing, by May 23.  All children from P1 to P7 will identify pieces writing to record in their learning logs as assessment evidence by May 23.  All early staff will increase knowledge and confidence in Talk4writing process and writing planning process by May 23.  Increased genre to facilitate learning through a range of different contexts, increasing literacy engagement.  All children will have access to outdoor writing stations, increasing engagement and immersion in writing.  All ELCC children will create their own talking non-fiction video increasing most children’s talking and listening skills. |
| **Establishment Maintenance:** | | | Session: 2022 - 2023 |
| **Strategic Priority 4:** | Title: Inclusion, Wellbeing and Equality | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| LGBTQ+  Establish working party for Equality, Diversity and Inclusion for children, families and staff by June 23.  Purchase learning and teaching resources to facilitate LGBTQ curriculum and RSHP, for staff and pupils by June 23.  Further develop RSHP lessons across all stages increasing confidence for staff & parents  All children from ELC to P7 to have an understanding of differentiated family dynamics and friendships by June 23.  All P5 to P7 children will have an understanding of LGBTQ curriculum by June 23.  Community Health and Wellbeing stall event to support LGBTQ and RSHP curriculum for children and family by December 22.  All children from ELC to P7 will be confident in sharing and verbalising 2 articles from UNC by June 23.  All families to receive notification of 2 articles a term shared during weekly assemblies and via seesaw.  Developing outdoor calm teddy bear areas, providing a safe and friendly space for all children, using the outdoor classroom, teddy bear benches within school campus and community working in partnership with pupil council, PTA and community committee by June 23.  Create Teddy Bear monitors to offer comfort and support, to promote play within whole school campus and community, working in partnership with pupil council, PTA and community Council by Dec 22. | HT  HT  HT  All staff  All staff  HT  All staff  HT  HT/ A. Rogers  All staff | Jun 23  June 23  June 23  Jun 23  Jun 23  Dec 22  Jun 23  From Sept 22  Term 2  Term 2 | For all stakeholders to be consulted on a framework of learning and teaching that meet the needs of equality, diversity and inclusion for all children.  All staff will increase in confidence in delivery of RSHP in partnership with NHS highland.  85% of all children will have an increased awareness of differentiated family dynamics.  All children will be confident in Teddy Bear policy and be able to access calm areas, whilst monitors offer comfort and support. |

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| **Pupil Equity Funding | Planning and Reporting** | School Name: Rosneath Primary School & ELCC |
| **School Report on PEF Expenditure and Impact 2022 2023**  **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**  **Identify:**   * Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context? * Think about your equalities groups that may be disproportionately affected by deprivation. * What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app * To be included:   - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate  **A consideration for longer term planning of approaches, with funding confirmed for 4 years, should be considered in the targets below.** | |
| **School Report on PEF Expenditure and Impact 2022 2023**  **Rosneath Primary School is classed as a rural middle sized school within Argyll and Bute Authority, with a roll of 83 in the primary school and 19 children registered in the ELCC, in an area of deprivation.**  **75% of children Band SIMD 3 and 4**  **25% of children Band 7-8 of children**  **25 children registered as Free School Meals 22-23.**  **SIMD bands 3-4 are postcodes situated immediately surrounding the perimeter of the school.**  **SIMD bands 7-8 are postcodes situated in the village of Clynder.**  **SIMD band 3 postcode situated within Rosneath Caravan Park, not situated within the historical school catchment boundary, but placing request to the school.**  Rosneath Primary & ELCC is situated within the rural community of the Rosneath Peninsula, Rosneath Village and is recorded as an area within deprivation index and sits adjacent to the village of Clynder. There is a café, Co-op supermarket, Caravan Park, play park, marine industry, Churches and Parish.  37.5% of school roll registered with support, SEEMIS Aug 2022, with 25% of roll experiencing family issues and 20% experiencing emotional and social needs.  Standardised assessment data, Staff Moderation Tasks, Staff Self Evaluation Tasks, School tracking, Pupil Voice, Partnership engagement with services, family voice. | |

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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | |  | | | | | | | |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts | | | | | | | | | | | | | | | | | |
| **Name** | | | **Post** | | | **Start Date** | | | | **Proposed End Date** | | | | **Cumulative Time in Post** | | | |
| Ann Rogers | | | Teacher (SEAL & Nurture) | | | 11th August (PERM TO LA) | | | | N/A | | | | years    months | | | |
| L.ynne Murdoch | | | Family Liaison Officer | | | Continuation (Perm to LA) | | | | Mar 22 | | | | years    months | | | |
| **Highlight the Intervention for Equity addressed by your PEF interventions/projects** https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity | | | | | | | | | | | | | | | | | |
| Early intervention and prevention |  | Social and Emotional Wellbeing | |  | Promoting Healthy Lifestyles | | |  | Targeted approaches to Literacy and Numeracy | |  | Promoting a High Quality Learning Experience | | |  | Differentiated Support |  |
| Employability and Skills Development |  | Engaging Beyond the School | |  | Partnership Working | | |  | Professional Learning and Leadership | |  | Research and Evaluation to Monitor Impact | | |  | Using Evidence and Data |  |
| **Spend Details** | | | | | | | **Carry Forward 2021 - 2022** | | | | | | **PEF Allocation 2022 - 2023** | | | | |
| * Staffing   Supported Study  Resources   * Purchased/Commissioned Services   Other | | | | | | | £ 0 | | | | | | £ 35, 000 | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | £ | | | | |

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| --- | --- | --- | --- | --- |
| **Pupil Equity Funding | Planning and Reporting** | | | |  |
| **What are you planning to do with your PEF Allocation?**   * Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. * How have you consulted with and involved parents/carers and pupils in the process? * Aim and expected impact of proposals. * Plans to work in partnership with other schools/local partners/providers, if applicable * Link to Our Children, Their Future * Link to HGIOS 4 Quality indicators / NIF | | **How will progress be measured (what, when and how)?**   * How will you know your interventions are having an impact/improving outcomes? * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). * Data, new and existing, which will be required. * Plans for how data will be collected and reported. | | **Identify organiser for proposed intervention/ project**   * Teaching and Learning * Leadership * Family and Community |
| **Area** | **Key Actions** | **Outcome and Measure** | **Mid-Year Progress**  (Completed December-January) | **Impact**  (Completed End of Session)  How did you meet the aims set out in your proposed interventions?  What data do you have that evidences impact?  Identify any significant changes in expenditure. |
| Health & Wellbeing  **Links: HGiOS, NIF, OCTF** | Targeted Group will demonstrate skills in progress of –  Early family intervention  Increased emotional resilience in self-confidence, self-worth, engagement and personal aspiration.  Increased emotional positivity, demonstrating less complex behavioural frustrations. | Targeted group – pupil voice, pupil survey, attendance, family voice, and family engagement online stats. |  |  |
| Numeracy  **Links: HGiOS, NIF, OCTF** | Targeted Group will demonstrate skills in progress of –  Mental Agility  Accuracy  Problem solving  Confidence in numeracy | Target group - % increase in (raw score, age, level, etc.) from baseline for skills measured by GL star Assessment, SEAL diagnostic assessments  Pupil engagement survey  Family engagement survey |  |  |
| Nurture  **Links: HGiOS, NIF, OCTF** | Targeted group will demonstrate skills in progress –  Sharing within a small group  Being able to listen to others  Being able to calmly communicate their needs  Feeling safe and secure within a learning environment | Boxhall profile assessments.  Teacher professional discussions.  Interagency strategies  Nurture observation  Pupil voice  Parent/ Carer voice  Child planning meetings  Completion of nurture bronze accreditation |  |  |
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