**Standards and Quality Report 2018-2019**

**Improvement Plan 2019-2020**

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| School: Cornhill School |
| Head Teacher: Mark Evans |
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| **PART ONE: Standards and Quality Report 2018-19**   * School Context; School Vision, Values and Aims * Review of School Improvement Plan Progress 2018-19 * Core Quality Indicator Evaluations 2018-2019 Based on Self-Evaluation / Audit Activity * Capacity for continuous improvement statement   **PART TWO: School Improvement Plan 2019-20**   * Key Priorities informing Improvement Planning - National, Local and Service / School 2019-20 * School Improvement Plan 2019-20 Action Plans * Pupil Equity Fund Rationale and Planned Expenditure 2019-2020 * Professional Learning QI 1.2 Leadership of Learning 2019-2020 |

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| **Context of the school:** |
| Cornhill Primary School has a roll of 388, with a further 120 place Nursery. The school is situated in the North West of Aberdeen and provides for children from a large geographical catchment, the majority of which is local authority housing. There is a 19% uptake of free school meals from P4-7 and 24% of the school population live out with the catchment area and attend under the Parent’s Charter Legislation. 4% of pupils are in SIMD 2 with 65% in SIMD 3 and 4. The equivalent of 67 pupils have been allocated funds via the Pupil Equity Fund.  There are 99 pupils in the school with English as an Additional Language, with a strong Nepalese community within the local area; this has been attributed to the close proximity of Aberdeen Royal Infirmary. There are also a number of pupils with a Polish or Indian background although there are over 20 languages spoken in school.  Cornhill Primary is part of the St Machar Associated Schools Group in line with local authority zoning guidelines.  The school is led by the Head Teacher, the equivalent of two Depute Head Teachers (one post is a job-share) and a Principal Teacher. There are 15 classes (including 2 composite classes) and three 20 place morning and afternoon nursery sessions. The school roll increased for 6 years and has now stabilised.  There are 18 permanent members of teaching staff including a full-time PE teacher and part-time Music teacher, 2 permanent Senior Early Years Practitioners, 4 permanent Early Years Practitioners and 5 permanent Pupil Support Assistants (PSAs). The school is also staffed by 6 fixed term PSAs. The school receives 0.4FTE teaching support a week from the English as an Additional Language (EAL) Service as well as additional PSA support. Musical instruction, for a variety of musical instruments, is provided by 4 music instructors.  Cornhill School has an active and supportive Parent Council and the school works with a broad range of partners and agencies, both local authority and private, to enhance learning opportunities for our pupils. |

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| **Aberdeen City vision statement:** |
| **Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**   * **Offers nurturing, relevant learning opportunities for all** * **Strengthens the resilience of all** * **Celebrates aspiration, ambition and innovation with all** |

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| **School vision statement:** |
| At Cornhill School we ‘Strive for Excellence’. |

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| **School values and aims:** |
| * We will work to provide a welcoming, positive, **inclusive** learning environment where everyone feels **safe**, happy, **nurtured** and listened to; where pupils are challenged and supported to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. * We will provide a balanced, stimulating and flexible curriculum that creates opportunities for each individual to **achieve** their full potential. * We promote the highest standards of behaviour throughout the school, encouraging positive choices and **respect**. * We will involve our pupils in decision making, encouraging them to take **responsibility** and regularly celebrating their achievements and success. * We will consistently support our staff in further learning opportunities; creating a friendly, committed team who communicate well and evaluate and reflect upon their practice. * We encourage **healthy**, **active** lifestyle choices, promoting enjoyment, happiness and wellbeing. * We will work in partnership with families, the wider school community and other agencies to enrich our learners’ experiences and equip them with the skills and enthusiasm for life-long learning.   The school aims were reviewed: February 2017  The school aims will be reviewed during session: 2019/20 |

**Review of School Improvement Plan Progress 2018-2019**

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| **Improvement Priority 1: Improvement in the quality of learning and teaching** | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | **NIF Driver**   * School leadership (Leadership – SAC) * Teacher professionalism (Learning and Teaching – SAC) * Parental engagement (Families and Communities - SAC) * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   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 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability | |
| I**mpact and Evidence:**   * Whole staff received Visible Learning training with additional inputs for teachers leading to the building of confidence in sharing learning with pupils and providing quality feedback as evidenced through TLC meetings. Impact Coaches identified with additional inputs for them too. * Emerging Literacy training provided to Nursery, P1 and P2 staff resulting in a more play-based approach in the Early Years (EY). Evidence through observations that there is increased differentiation in most EY classes. Mixed initial attainment evidence but this is part of a longer-term strategy to improve literacy attainment as pupils progress through the school. | | |
| **Next Steps:**   * Further develop teachers’ skills and confidence in sharing learning with pupils and providing quality feedback. * Continue to develop Emerging Literacy approach in the Early Years, taking this on to P3. * Taking account of Visible Learning inputs, complete the adaptation of the Curriculum Rationale and School Aims to include characteristics of what learners and learning is expected at Cornhill School. | | |

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| **Improvement Priority 2: Improvement in quality of attainment/tracking data.** | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | **NIF Driver**   * School leadership (Leadership – SAC) * Teacher professionalism (Learning and Teaching – SAC) * Parental engagement (Families and Communities - SAC) * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   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 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability | |
| I**mpact and Evidence:**   * All teachers using benchmark-based numeracy and literacy planning/tracking formats with increased confidence. * All year groups using a form of ‘formal’ assessment (SNSA, Emerging Literacy or InCAS) to inform judgements and provide evidence. * Termly tracking meetings between teachers and SMT continue to inform planning/support strategies. | | |
| **Next Steps:**   * Continue to develop confidence in new formats and extend these to other curricular areas. * Continue with tracking strategies to accurately assess pupil progress. | | |

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| **Improvement Priority 3**: Improved attendance, behaviour and engagement with school for target group | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   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 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| I**mpact and Evidence:**   * Most (82%) pupils in target group showed an HWB (SHANARRI) score increase post intervention but this impact was not fully sustained over time and there was less of an increase when the Adventure Aberdeen sessions were repeated later in the year. * Mixed attendance and lateness data for target group with overall attendance and lateness data for school remaining positive. * Overall discipline data remains positive but 6 pupils have had a significant negative effect on the school’s exclusion rate. * Barnardo’s data shows an improvement in the matrix scores in 8 out of 16 pupils. * Homework related detentions almost zero for target group attending Homework Club. | | |
| **Next Steps:**   * Continue to work with Home School Liaison Officer, Barnardo’s Worker, pupils and parents r.e. attendance and lateness for target group. * Continue to work with families, pupils, staff, Barnardo’s Worker and Educational Psychologist as well as other agencies to improve discipline in school. * Continue Homework Club for another session. * Change focus and frequency of Adventure Aberdeen sessions. | | |

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| **Improvement Priority 4**: Improvement in attainment for target groups | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | **NIF Driver**   * School leadership (Leadership – SAC) * Teacher professionalism (Learning and Teaching – SAC) * Parental engagement (Families and Communities - SAC) * Assessment of children’s progress * School Improvement * Performance Information |
| **HGIOS?4 QIs** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   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 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability | |
| I**mpact and Evidence:**   * P1, P4 and P7 showed an improvement in Reading attainment of 12.7%, 16% and 8.6% respectively from October 2018 to June 2019 i.e. pupils who are on track or better in terms of CfE attainment. * P1, P4 and P7 showed an improvement in Writing attainment of 2.4%, 12.7% and 6.1% respectively from October 2018 to June 2019 i.e. pupils who are on track or better in terms of CfE attainment. * P1 and P4 showed a decrease in Listening and Talking attainment of 1.3% and 1% respectively from October 2018 to June 2019 i.e. pupils who are on track or better in terms of CfE attainment. P7 showed an improvement of 11%. * P1, P4 and P7 showed an improvement in Numeracy attainment of 9.2%, 9.1% and 2.4% respectively from October 2018 to June 2019 i.e. pupils who are on track or better in terms of CfE attainment. | | |
| **Next Steps:**   * Staffing challenges resulted in a significant reduction in SfL provision for pupils in session 2018/19 – there were obvious gains when targeted provision was available. There is a plan in place to try and increase the level of SfL provision for session 2019/20. * Continue to use attainment data to identify learners with the most significant need and provide appropriate supports. | | |

**Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity**

**School**

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| **Quality Indicator** | **School Self-Evaluation** |
| **1.3 Leadership of change** | **3** |
| **2.3 Learning, teaching and assessment** | **3** |
| **3.1 Ensuring wellbeing, equity and inclusion** | **5** |
| **3.2 Raising attainment and achievement** | **3** |

**ELCC (where appropriate)**

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| **Quality Indicator** | **ELCC Self-Evaluation** |
| **1.3 Leadership of change** | **4** |
| **2.3 Learning, teaching and assessment** | **5** |
| **3.1 Ensuring wellbeing, equity and inclusion** | **4** |
| **3.2 Securing Children’s Progress** | **5** |

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| **6** | **Excellent** | **outstanding sector leading** |
| **5** | **Very Good** | **major strengths** |
| **4** | **Good** | **important strengths with some aspects for improvement** |
| **3** | **Satisfactory** | **strengths just outweigh weaknesses** |
| **2** | **Weak** | **important weaknesses** |
| **1** | **Unsatisfactory** | **major weaknesses** |

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| **Capacity for continuous improvement statement** |
| **Our overall evaluation of the school’s capacity for continuous improvement:**  **We are confident in our capacity for continuous improvement.**  **Comment:**  Despite staffing challenges and acute social/emotional/behavioural difficulties with a number of pupils/families during 2018/19, attainment is improving in almost all areas of literacy and numeracy. The progression of curricular development work has led to increased staff confidence. Current plans show an increase in teaching staff numbers for 2019/20 with the aim of also increasing PSA capacity early in the new session to allow us to further provide targeted support to identified pupils and continue to improve attainment.  The school senior leadership team has been consistent this session with a Principal Teacher taking responsibility for the Nursery in session 2018/19. There is a high degree of devolved leadership with each of our curricular development areas being led by a member of teaching staff. Pupils take up numerous leadership opportunities through the Houses and Committees systems as well as the JASS Awards and Play Leaders/Buddying, resulting in a continued positive school ethos and a sense of ownership.  Evidence of improvement in QI 1.3 Leadership of Change includes the continued development and focus upon the school curriculum rationale and aims, the dissemination and ownership by teachers of pupil data for their class, the development of Visible Learning strategies in school, the positive progress made by the curricular working groups and the continued positive impact of the TLC in school. The school is therefore well-placed to continue to improve and deliver excellence and equity for all learners during 2019/20. |

**IMPROVEMENT PLAN 2019-2020**

**Cornhill School**



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

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| **National Priorities** | **Local Authority Priorities** |
| **Cross cutting themes** | * Expand Early Learning and Childcare by 2020. * Establish Aberdeen as a UNICEF Child Friendly City. * Implement the recommendations of the child protection inspection * Improvement Methodology   95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026 |
| **NIF Priority 1:**  Improvement in attainment, particularly in literacy and numeracy | * Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. * Senior phase /Learner Pathways * Increase data literacy at all levels of the system |
| **NIF Priority 2**:  Closing the attainment gap between the most and least disadvantaged children. | * Close the Gap through effective multi-agency working * 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. |
| **NIF Priority 3:**  Improvement in children and young people’s health and wellbeing. | * Improve mental health services and understanding of the effects of trauma * Reduce youth crime * Increase pupil participation * 85% of children and young people will report that they feel mentally well by 2026. |
| **NIF Priority 4:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | * Provide age appropriate employment skills for children and young people in schools * Survey aspirations to sharpen our pre and post school supports * Expand and improve post school learning and employment opportunities for children and young people * 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. |

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| **Overview** | | | | |
| **NIF Priority**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | **F:\Aberdeen City\SQUIP\NIF-diagram.gif NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information | |
| **LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**  • Children are safe and responsible  • Children are getting the best start in life  • Children are respected, included and achieving | | | **The ICS primary drivers have guided the formation of 4 key priorities for action:**   * Closing the Gap * Youth engagement and inclusion * Health and wellbeing * Community safety and environment | |
| **HGIOS?4 QIs** | | | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   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 Partnerships | | | 3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |
| **Curriculum for Excellence – Entitlements for all children and young people** | | | | |
| **1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.**  **2. Every child and young person is entitled to experience a broad general education.**  **3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.** | | **4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.**  **5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.**  **6. Every young person is entitled to support in moving into a positive and sustained destination.** | | |

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| **Improvement Priority1:**  Improvement in attainment, particularly in literacy and numeracy - Literacy  **Lead Responsible: Jill Garlick**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**   * All teaching staff to consistently use new formats for planning and assessment by Dec 2019 * All teaching staff to raise attainment by at least 8% in reading and writing through improved teaching and assessment practice by June 2020 | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Consistent planning and assessment tracking as evidenced through tracking meetings and classroom observations by SMT. | 2.3 | Moderation and evaluation of the benchmark based planning formats in writing, reading and listening and talking, including how these are used in practice.  Make adaptations following feedback from staff. | | 2 Staff Development sessions/ part of an In-Service day |  | All teaching staff | Dec 2019 |  |
| Consistent teaching practice across stages. | 2.3 | All teaching staff to peer observe a colleague in a writing or reading lesson and provide feedback. (Visible Learning links) | | 1 peer observed lesson |  | All teaching staff | June 2020 |  |
| A consistent and agreed standard of what constitutes each part of a level achieved in writing. | 2.3 | Engagement by all staff in ASG Moderation programme.  Each teacher to bring three graded pieces of writing for discussion with colleagues.  Collate agreed examples of each part of a level. | | 10 hours of staff development time allocated through WTA.  1 Staff Dev/  part of an In-Service day |  | All teaching staff | Nov 2019  June 2020 |  |
| Evidence of Emerging Literacy strategies being used in most classes. | 2.3 | Sharing of Emerging Literacy strategies (Alison and Early Years staff)  Share good practice at TLC meeting | | Part of Staff Development meeting and part of 1 TLC meeting |  | All teaching staff | June 2020 |  |
| Feedback from Visible Learning Committee and Working Group.  Classroom observations. |  | Linking of Numeracy work to Visible Learning plans. | |  |  |  |  |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Improvement Priority1:**  Improvement in attainment, particularly in literacy and numeracy - Numeracy  **Lead Responsible: Monika Krakowska**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**   * All teaching staff to consistently use new formats for planning and assessment by Dec 2019 * All teaching staff to raise attainment by 10% in numeracy through improved teaching and assessment practice by June 2020 | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Elimination any gaps in maths areas and prevent end of level stages from being left with areas not popular to teach | 3.2 + 2.3 | Review current maths progression with staff to discuss where progression statements should be placed in each level (activity at which stage) | | Staff Dev session |  | Monika Krakowska and working group | May 2019 |  |
| Staff confident and using format for evidence in tracking meetings |  | Implement planning/assessment format when agreed (if changes are made) | |  |  | Monika Krakowska and working group and SMT | To begin Aug 2019 |  |
| Staff confidence in knowing where pupils are in levels should increase |  | Discuss with staff, moderation in maths, focus of tracking meetings | |  |  | Monika Krakowska and working group | Dec 2019 |  |
| Feedback from Visible Learning Committee and Working Group.  Classroom observations. |  | Linking of Numeracy work to Visible Learning plans. | |  |  | Monika Krakowska and working group | Dec 2019 |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Improvement Priority 2:**  Closing the attainment gap between the most and least disadvantaged children / young people  **Lead Responsible: Mark Evans (HT)**  **(See PEF Spending Plan for continuation items)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**   * Further 5% increase in target groups’ CfE ‘on track’ attainment in Literacy and Numeracy by June 2020. | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **PEF**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Improved attainment data in Literacy and Numeracy | 3.2 | Increased SfL input for target groups.  Increased teacher/PSA focus on target groups. | | See SfL timetable | £25,000 for supply teachers | Mark Evans | Jun 2020 but monitored termly |  |
|  |  | Further measures detailed in PEF Plan (see later). | |  |  |  |  |  |
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| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Improvement Priority 3:**  Improvement in children and young people’s health and wellbeing  **Lead Responsible: Kat Paul-Bird / Beki Bennett (DHT)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**   * 2 point increase in pupil SHANARRI (Healthy and Active) scores over the year * 15% increase in pupils taking a healthy snack to school by March 2020 * One point increase in Barnardos’ matrix scores over the year for target group * All teachers to effectively, confidently and consistently using RSHP resources by June 2020 * 10 pupils to receive enhanced nurture provision by Dec 19 * All pupils to engage and participate in healthy initiatives during Health Month | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Number of children eating a Healthy Snack monitored | 3.1 | Broadening of pupil-led Tuckshop initiative | | Committee time  Fruit from Co-op |  | Pupils and Beki Bennett | June 2020 |  |
| Pupil and parent participation data from Health Month | 2.5 + 2.7 | Planning and delivering a Health Month whole-school initiative | | Beki/Kat  Numerous partner agencies |  | Beki and Kat | April 2020 |  |
| Increase in Healthy and Active SHANARRI scores. | 3.2 | Health Month, continuation of the numerous health-related initiatives and partner working and being proactive and open-minded when new activities are offered to school. | | See school timetables |  | Beki/Kat  Kim McRobbie – Active School  RADS staff | June 2020 |  |
| Provision of more robust SHANARRI data. | 2.3 | Staff training to ensure a consistent assessment approach.  Development and roll-out of a HWB progression document. | |  |  | Beki/Kat | Nov 2019  June 2020 |  |
| Increased numbers of pupils in leadership roles or participating in leadership projects | 1.1 | Introduction of Youth Work project.  Continuation of Houses, Committees, JASS etc | | Timetabled time |  | Youth Work Team  Beki/Kat  Staff facilitating Committees/Houses | Oct 19  On-going |  |
| Number of pupils timetabled and participating in nurture activities | 3.1 | Lunchtime clubs started.  Nurture sessions specifically timetabled | | Timetabled time |  | Heather Ross  SfL team and Emily Balfour | Sept 19 |  |
| Increased confidence and consistency through professional dialogue, surveys, self-evaluation and QA activities. | 2.3 | Training delivered to teaching staff on RSHP resources.  Moderation of use of resources. | | Staff dev time x 2 |  | Beki  SMT | Nov 19  June 2020 |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Improvement Priority 4:**  Nursery  **Lead Responsible: Gillian Devlin (PT Nursery)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**   * Improved engagement of most learners by June 2020 * Pupil Passport for each nursery child by Jan 2020 * Evidence of each child’s ‘voice’ shared with parents by June 2020 | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **PEF**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Improved engagement and motivation of learners. | 2.2 and 2.3 | Implementation of ‘In the Moment’ planning | |  |  | Gillian Devlin and the Nursery Team | Full implementation by June 2021  Policy by Dec 19 |  |
| Improved GIRFEC practice. | 3.1 | Develop Person Plan for every Nursery child.  Embedding of SHANARRI terminology with pupils and parents. | |  |  | Gillian Devlin and the Nursery Team | Jan 2020  Oct 2019 |  |
| Evidence shared with parents and displayed in Nursery. | 2.2/2.3 | Focus on evidencing and recording ‘Child’s Voice’ inc sharing with parents | |  |  | Gillian Devlin and the Nursery Team | June 2020 |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Pupil Equity Fund Budget Allocation April 2019 - £80,400 (+ £19,000 carry forward from 2018/19)** |
| **Pupil Equity Fund Rationale 2019-2020**  **‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**  **We are looking to ensure excellence and equity, and close the poverty related gap through adding to target pupil’s pastoral care and experiences, supporting them in their readiness to learn. This is a continuation to the consistent approach we have had and the key driver in the school’s PEF spend – if pupils are not ready to learn or don’t attend regularly and on time, improving their attainment is much less likely.**  **Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  **Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles** |
| Analysis of data indicates Pupil Equity Funding will be used to provide additional resources to support gaps in target pupils’ health and wellbeing through nurturing initiatives. This is a large spend targeted at the most vulnerable pupils but by improving their HWB and readiness to learn, there is the added value of improving behaviour and allowing a calmer, more productive learning environment for all thus raising attainment. We are looking to reduce exclusions and time out of class for the target group as well as improving attendance and punctuality.  Through the provision of targeted, data-led SfL in classes, as well as in small group and individual sessions, we aim to improve attainment, engagement and participation in learning for the target group. |

**Overall Pupil Equity Funding Planned Expenditure**

|  |  |  |
| --- | --- | --- |
|  | **Details – Resources and Staffing** | **Approximate Cost £** |
| **Literacy** | | |
| **Reading** | Supply Teachers – additional SfL (also Writing, Numeracy and Listening & Talking) | 31,000 |
|  |  |
|  |  |
| **Writing** | SHMU – 4 x Radio project cycles and 2 x TV projects (also Listening and Talking) | 4,400 |
|  |  |
| **Listening and Talking** |  |  |
|  |  |
|  |  |
| **Numeracy** | | |
| **Numeracy** |  |  |
|  |  |
|  |  |
| **HWB** | | |
| **HWB** | Barnardo’s Northern Star Worker – Emily Balfour | 45,000 |
| Mudpies – Mandy Tulloch | 5,440 |
| Music Therapy – Jo Pratsides | 4,080 |
| Adventure Aberdeen | 4853 |
| JASS | 250 |
|  | | |
| **Staffing** |  |  |
|  |  |  |
| **Additional** | Poverty Proofing fund | 1,500 |
|  | InCAS for P2, P3, P5 and P6 | 2,510 |
|  | **Total** | 99,033 |

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| **QI 1.2 Leadership of Learning 2019-20**  **Professional Engagement and Collegiate Working – Leadership at all Levels** | |
| **Whole School Initiatives / Maintenance Areas** | **Leader(s)**  **Promoted and Unpromoted Staff** |
| 1+2 Staff Working Group – see separate plans | Catriona Jackson (Class Teacher) |
| Visible Learning Working Group – see separate plans  Visible Learning Pupil Committee | Impact Coaches – Gemma Mowat, Kat Paul-Bird and Catriona Jackson (Teachers)  Jade Rennie (Class Teacher) |
| Expansion of curricular progressions across all areas of the curriculum | Heather Ross (Teacher) |
| Continued development of Early Years working inc play-based approach and Emerging Literacy – see separate plans | Sarah Buckley (Class Teacher) |
| Digital Learning Working Group | Aile Rennie (Class Teacher) |
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**Date uploaded onto website:**