



Education

Establishment Improvement Plan 2022 - 2023

School Name: Parklands School

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

Session:

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
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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:

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2022-23		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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	ongoing	Questionnaires, focus groups
		pupils	Termly/ongoing	Focus groups
		Partners/parents	termly	Focus group, questionnaire
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	

<p>1. Reading Improve learning and teaching in functional reading.</p>	<ul style="list-style-type: none"> • Pupils identified as working at early level will improve upon their baseline reading score by May 2023. • Teaching and nonteaching staff more confident in ho to provide appropaite support and challenge in relation to functional reading. 	<p>Reading assessment baseline to be completed by Oct 2022. Repeat assessment May 2023 Reading assessment provided by PM Benchmark. Across the school 80 % of pupils will achieve their reading target.</p>	<p>No</p>
<p>2. PE Programme Improve learning and teaching in PE</p>	<ul style="list-style-type: none"> • Pupils within the senior Phase will be observed to improve their cardio fitness level by June 2023. • Teaching and non-teaching staff will use a wide range of inclusive approaches to meet the physical needs of all pupils during PE. 	<p>Baseline assessment of cardio fitness level to be undertaken by Oct 2022, measured by recording distance covered via bike, walking or running. Repeat throughout, final assessment May 2023. Pupils will have improved on baseline by 15%.</p>	<p>No</p>
<p>3. Language and communication. Provide enhanced opportunities to develop early communication skills.</p>	<ul style="list-style-type: none"> • Pupils identified as mainly non-verbal working at foundation level will be observed to increase in engagement levels by June 2023. • Teaching and nonteaching staff more confident in how to provide appropriate support and challenge in relation to early communication skills. 	<p>Recording of baseline engagement level through observation and use of engagement level/Leuven Scale by Oct 2022. Repeat observations in term 3 and 4. Conversations with staff will note improvement in engagement. Across the school 80 % of pupils will achieve their communication target.</p>	<p>Yes</p>

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

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2022-23
Strategic Priority 1:	Title: Reading development		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Audit of existing practice to include <ul style="list-style-type: none"> Resources 	Devin Healy, class teacher to lead. Teaching staff team	By 30 th September D Healy	

<ul style="list-style-type: none"> • Timetabling • Planning • Digital resources • Staff need analysis • Parents needs/expectations • Partner questionnaires (Ardlui house, Academy House) <p>Assessment of reading skills for early level pupils implemented. Ensure teaching staff employ a wide range of approaches and resources to engage pupils with reading. Ensure all staff are familiar with assessments, and interpretation of data.</p> <p>Revisit the foundations of reading skills, including pre-reading skills.</p> <p>Review recent literature in relation to ASN pupils and acquisition of reading skills.</p> <p>Engage with regular conversations with staff to ensure quality learning and teaching that provides support and challenge, alongside personalisation.</p>	<p>Partners Parents Staff</p> <p>Class teachers</p> <p>Staff focus grp</p> <p>Teaching staff</p> <p>Teaching staff group in consultation with Ed Pysch</p> <p>SMT from audit/needs analysis</p> <p>Teaching staff</p>	<p>By 30th Sept Class teachers</p> <p>By 30th November SMT</p>	<p>Assessment of identified pupils provides clear baseline to measure pupil’s improvement.</p> <p>Shared expectations of supporting the development of reading with all staff ensures consistent approaches and interventions for pupils within reading programme.</p> <p>A questionnaire term 1 and term 3 will be completed by staff to ensure identified training needs and knowledge gaps have been met to enhance their understanding of supporting reading for ASN pupils.</p> <p>Coherent and progressive pathways for reading are implemented and</p>
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<p>Work with support staff to help understand and support their role in developing reading skills.</p> <p>Provide opportunities to undertake any relevant any training e.g. Clicker.</p> <p>Ensure appropriate pathways are developed for all learners that take account of comprehension, phonics, development of sight vocabulary.</p> <p>Produce guidance materials for staff and parents.</p> <p>Repeat baseline assessment.</p> <p>Review and amend guidance as appropriate.</p>	<p>SMT-Caroline Wilson, Gwen Gilmour</p> <p>Devin Healy-CT</p> <p>Class teachers</p>		<p>disseminated to parents and staff to help support pupil progress.</p> <p>Baseline assessment repeated to measure improvement of individual pupils after interventions/new approaches.</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2022-23	
Strategic Priority 2:		Title: PHYSICAL EDUCATION PROGRAMME	
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>Audit of existing practice to include</p> <ul style="list-style-type: none"> • Equipment • Resources • Planning • Staff needs analysis • Pupil need • Pupil voice <p>Staff will work together to identify key skills to be delivered during PE for learners across all levels.</p> <p>Pathway will be developed by teaching staff to ensure progression across the school. This will be shared with all staff to ensure support staff are aware of interventions and supports during PE.</p> <p>Identify possible partnership links to be involved in delivery and supporting PE programme.</p> <p>New pathway produced with guidance including assessment and links to SQA.</p>	<p>Teaching staff Staff focus group Pupil focus group</p> <p>Teaching staff</p> <p>Active schools co-ordinator Hermitage Academy Helensburgh sports centre Physio Scottish Disability sports</p>	<p>By 30th Sept 22</p> <p>By 30th October</p> <p>By 30th Jan</p>	<p>Developing staff knowledge and skills in area of PE will support progress and improvement for individual pupils. All staff will have a good understanding of appropriate supports. A questionnaire before and after will identify any training requirements and measure confidence with staff.</p> <p>Robust assessment of pupil need will help to identify relevant approaches/programmes to ensure improvement. Learners will be observed to make progress at their own level.</p> <p>Partnership working will add to the assessment data collected for individual pupils, to inform next steps.</p>
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<p>Review of pathway and amend as appropriate.</p>	<p>SMT Teaching staff</p>	<p>By 31st March</p>	<p>PE curricular pathway produced to provide pupils with a coherent, progressive PE programme and inform teachers planning of next steps. All learners will have an identified target within the area, 80% of learners will achieve their personal target in this area.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2022-23
Strategic Priority 3:	Title: LANGUGAE AND COMMUNICATION		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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	NGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Audit existing practice <ul style="list-style-type: none"> Resources Programmes 	Teaching staff	By 30 th Sept	Baseline assessment to be completed in area of communication using Leuven, Engagement scale and

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority GME:	Title:		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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. 		Argyll and Bute Gaelic Language Plan Targets <p>GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic</p>	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Developing in Faith (Denominational Schools only)		Title:	
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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. 		Developing in Faith Themes <ul style="list-style-type: none"> DiF 1 Honouring Jesus Christ as the way, the truth and the life DiF 2 Developing as a community of faith and learning DiF 3 Promoting gospel values DiF 4 Celebrating and worshipping DiF 5 Serving the common good 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Establishment Maintenance Improvement Planning – Optional

Session:

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

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- 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

Key Actions (from previous plans):

Pupil Equity Funding | Planning and Reporting

School Name:

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

Covid still continued to have an impact throughout the session and upon what had been planned for our PEF spend. All of our pupils re affected by disability, as such many of our PEF spend plans are looking at benefits to the whole pupil group.

Froebel training was able to be completed which resulted in more staff having the understanding and skills to support play. Observations in the playground showed an increase in pupil engagement in the playground, with play being supported by some staff very skilfully.

RDA sessions were only able to restart in term 3 with 3 pupils. The pupils were observed to enjoy however given the short space of time we were unable to measure a true reflection of impact.

Communication training was able to be delivered online via zoom sessions, and we were able to purchase additional communication resources. We also accessed training delivered by call to help support the implementation of the communication devices. Unfortunately working alongside the consultant was not possible due to ongoing management of Covid. However it should be noted that as the year progressed staff gained in confidence in using a wide variety of communication tools and devices. In response a number of children were observed to improve upon their communication through use of sign, speech and visuals. We are at the early stages of embedding a truly total communication environment throughout the day but already are seeing the impact. This has also been reported by parents at child's plan meetings, where the majority of parents are reporting that at home they have seen an improvement in communication.

Communication is key for all of our children and as such has been identified by parents and staff as an ongoing development, as such will be continued onto next session.

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
				years months
				years months
				years months
				years months
				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	<input type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input checked="" type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input checked="" type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details	Carry Forward 2021 - 2022	PEF Allocation 2022 - 2023
Staffing	£ 5752	£ 8640
Supported Study Resources Communication devices/resources	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	Final spend Identify any significant changes in expenditure.

<p>£2000 Purchased/Commissioned Services Communication consultant (Makaton Marvels) 26 days @£320 Total £8320 Communication training of new staff (8 @ Level 1-£640) £640 Other Uniform bundles for all pupils (parent council contributing to) £182.10 RDA sessions £2000 TOTAL £13142.10</p>	<p>£</p>	<p>£</p>
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Pupil Equity Funding Planning and Reporting				
What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> 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)? <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
Learning and teaching	Develop communication approaches to improve engagement for identified pupils working alongside educational consultant in class. Purchase of additional communication devices Ensure robust assessment in area of communication.	Engagement measured through Leuven scale and engagement levels. Observed, recorded and repeated throughout the year Regular conversations with staff regards progress in communication. Teaching staff to track personal communication measures to ensure improvements.		

Health and wellbeing	Access to RDA sessions to improve physical and mental wellbeing.	Pupil and staff evaluations. Observations from staff and physio Wellbeing web assessment		
Family engagement	Purchase of school uniform to all families to encourage and support attendance	Attendance monitored on monthly basis throughout the year. Conversations with families and parent council.		