



**East Dunbartonshire Council**  
**School Improvement Plan 2021-22**

**Name of school: Holy Family Primary**

**Head Teacher: Andrew Gallagher**



The Council's Phased Local Delivery Plan has informed the development of the School / Centre Recovery Plan. It takes account of the current guidance from Scottish Government and Public Health. It is important to recognise the need for flexibility as the situation, due to Covid, will necessitate changes and the provision will require to be flexible and will evolve.

These key principles inform planning at authority and school level:

### **Key Principles**

- Health, safety and wellbeing of staff and children will be at the heart of decision making; taking into account the scientific and medical advice from Scottish Government and Health;
- Flexible approach to meet the changing context;
- Working in partnership with parents and staff to deliver learning and support for children and families;
- Continuing to work to ensure equity and excellence.

A number of measures will be in place informed by the risk assessment for each school. These are detailed in the school's Organisation and Operational Procedures.

## Context of the school

Holy Family Primary School was built in 1966 and serves the Roman Catholic community of Kirkintilloch and Lenzie. There are currently 355 children on the school roll making fourteen classes; we also have an extended day nursery. Most of the children who enter primary one have previously attended Holy Family Nursery or local authority/ private pre-five establishments. The associated secondary is St Ninian's High in Kirkintilloch. A transition programme is in place both for new entrants to primary 1 and for primary 7 children moving on to secondary school.

The staffing complement of 18.4 includes the head teacher, two depute, one acting principal teacher, twelve full-time teachers, and four job-share teachers. In addition, the school has 1.5 Learning Support Staff. There were also two NQT's. An instrumental tutor for wind instruments visits the school weekly to work with individual children as well as music teacher Mrs Jones. We have the equivalent of three classroom assistants, 2.5 support for learning assistants, two full-time clerical assistants and one part-time clerical assistant.

We actively cultivate respectful, supportive relationships between pupils, teachers and parents and provide regular opportunities for pupils and parents to take an active role in the life of the school. We value and work together with our PTA and Parent Council, understanding the important role they play in our school community. Due to Covid 19 restrictions PC and PTA meetings were conducted through TEAMS to update parents and gather views.

As a Catholic school, we have strong links with our parish and are committed to developing as a community of faith, which promotes the Gospel Values through all that we do.

## Our Shared Vision, Values and Aims

***In Holy Family Primary School, we are actively engaged in the pursuit of excellence. It is our purpose to provide a Catholic education of the highest quality that will enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.***

### **We aim to:**

- *Create an ethos of achievement within our learning community and so raise standards of educational attainment in all areas of the curriculum*
- *Support and develop the skills of all staff to ensure the highest standards of learning and teaching*
- *Use enterprising learning and teaching practices that encourage enthusiasm, creativity and ambition enabling each individual to reach their highest standards of achievement*
- *Work in partnership with home and parish to build a sense of Christian community where all members are held in high respect and their dignity, worth and individuality are respected*
- *Welcome parents as active participants in the life of the school to help all children develop physical, social, spiritual, mental and emotional health and well-being*
- *Ensure the deployment of excellence by fostering high quality leadership at all levels*

	IMPROVEMENT PRIORITY	TARGETS
1	Nurture Base/Health and Wellbeing	<ul style="list-style-type: none"> <li>• Establish wellbeing base including adaptations</li> <li>• Staff identification and training, including appointment of full time Family Learning Assistant</li> <li>• Continued development of Outdoor Learning and Enquiry</li> <li>• Wellbeing Tracking of pupils</li> </ul>
2	Family Engagement	<ul style="list-style-type: none"> <li>• Appointment of full time Family Learning Assistant</li> <li>• Nurture Base support for families</li> <li>• Reporting and Communicating</li> <li>• Engagement if school life (whilst Covid restrictions continue)</li> <li>• Support for digital platforms</li> </ul>
3	Continuing to ensure equity and excellence including educational continuity:	<ul style="list-style-type: none"> <li>• Curricular learning loss recovery support;</li> <li>• Continued digital literacy for staff and pupils</li> <li>• Continuing to raise attainment and achievement;</li> <li>• STEAM Cluster initiative with SSERC</li> <li>• Awareness raising of UNROC</li> </ul>



Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
Nurture Base and school community Health & Wellbeing	Improvement in children and young people's mental health and wellbeing	<p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p>	<ul style="list-style-type: none"> <li>• Create and deliver EDC Nurture Network training package</li>   <li>• Wellbeing and Inclusion Group will evaluate and inform strategic direction for: <ul style="list-style-type: none"> <li>○ Nurture</li> <li>○ Family Learning &amp; Parental Engagement;</li> </ul> </li>   <li>• Continue to implement and develop EDC School Counselling Programme across all clusters for pupils aged 10-18</li>   <li>• All schools create a play and outdoor learning policy based on the Play and Outdoor Learning strategies</li> </ul>	HT

<b>Target</b>	<b>Actions</b>	<b>Timescales</b>	<b>Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
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<p>Establishment of a Nurture Base within the school and training of key staff.</p> <p>(All Nurture related targets in pink)</p>	<ul style="list-style-type: none"> <li>• Identification of relevant staff</li> <li>• Identification of Nurture area within the school.</li> <li>• Liaison with EDC regarding physical changes to the space and work required.</li> <li>• Training for teaching staff, FLA and senior leaders</li> <li>• Observation schedule for identification of pupils who would benefit from Nurture approaches</li> <li>• Wider staff training on Nurture approaches that can be adopted across the school.</li> <li>• Parental Liaison and Information sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Staff – May 2021</li> <li>• EDC Liaison for nurture room – June 2021</li> <li>• Training- June 2021, August 2021( 1 day), September 1 day.</li> <li>• Observation Schedule – August to September 2021</li> <li>• Whole Staff Awareness Raising – October 2021</li> <li>• Parental Liaison – August 2021 onwards.</li> </ul>	<p>Karen Crossan – Nurture FLA (to be appointed)  Pauline Campbell – DHT  Stephanie Wood - DHT  A Gallagher – HT  Yvonne McGuire will also attend nurture training.</p>	<p>Establishment of Nurture Base. Pupil progress will be measured via pre and post assessments by the Nurture Teacher.</p> <p>Improved parent involvement via the FLA/Nurture base</p> <p>Pre and post assessment as outlined in Nurture training.</p>	
<p>Awareness raising for nurture coordinators, nurture teacher and FLA – training from PEP/EPs</p>	<ul style="list-style-type: none"> <li>• Attend online Event with EDC</li> </ul>	<ul style="list-style-type: none"> <li>• June 18<sup>th</sup> 2021</li> </ul>	<p>Karen Crossan – Nurture  Pauline Campbell – DHT  Stephanie Wood - DHT  A Gallagher – HT</p>	<p>Parental evaluation of Nurture interventions.</p>	
<p>Set up nurture room</p>	<ul style="list-style-type: none"> <li>• EDC Survey for Kitchen and installation of kitchen and appliances</li> <li>• Organisation of Space</li> </ul>	<ul style="list-style-type: none"> <li>• June 2021 – August 201</li> <li>• August 2021</li> <li>• August 2021 – September 2021</li> </ul>	<p>Samantha Burke – EDC  Karen Crossan – Nurture  FLA</p>		



	<ul style="list-style-type: none"> <li>• Purchase resources such as soft seating, rugs, storage, specific resources identified through training.</li> </ul>		Pauline Campbell – DHT A Gallagher – HT		
Assess and identify pupils for Session 1 using Boxall profile and SDQ- class observations	<ul style="list-style-type: none"> <li>• Class visits</li> <li>• LT+T Meetings with teachers</li> <li>• Nurture/SLT liaison</li> </ul>	<ul style="list-style-type: none"> <li>• August-September 2021</li> </ul>	Karen Crossan – Nurture Class Teachers SLT		
Awareness raising for all staff by Senior leadership Team	<ul style="list-style-type: none"> <li>• Inset Input in October once base is established and training undertaken. Whole staff input.</li> </ul>	<ul style="list-style-type: none"> <li>• October 2021</li> </ul>	Karen Crossan – Nurture SLT		
Liaise with class teachers and agree protocols/arrangements for ongoing planning and review	<ul style="list-style-type: none"> <li>• Part of working time agreement and LT+T programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly throughout 2021/22</li> </ul>	Karen Crossan – Nurture Class teachers		
Liaise with parents and agree/sign contract  Organise parent visits monthly	<ul style="list-style-type: none"> <li>• FLA and NT to work together in making parental contact.</li> <li>• Use of standardised contract from EDC</li> <li>• Discuss roles and responsibilities of parents as part of Nurture.</li> <li>• Organise monthly visits for parents to support learning of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• September 2021</li> <li>• Visit organisation ongoing throughout the year</li> </ul>	Karen Crossan – Nurture FLA		
Transition support from Nurture	<ul style="list-style-type: none"> <li>• Liaison with EYC and partner early year providers to identify new P1 pupils that</li> </ul>	<ul style="list-style-type: none"> <li>• January 2022</li> </ul>	Karen Crossan – Nurture Pauline Campbell – DHT		

	<ul style="list-style-type: none"> <li>may require Nurture approach in 2022/23 session</li> <li>Nurture teacher visits to HF EYC from January to develop relationships with pupils.</li> <li>Transition planning to support pupils</li> </ul>	<ul style="list-style-type: none"> <li>May/June 2022</li> </ul>	S Wood – ASN DHT D Marshall - DHOC		
Review and Evaluation	<ul style="list-style-type: none"> <li>School based review and evaluation of provision within the base</li> <li>Formal Evaluation of impact and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly throughout session</li> <li>Jan, April and June 2022</li> </ul>	K Crossan, FLA and SLT		
FLA wider family support remit for time out with nurture class commitment	<ul style="list-style-type: none"> <li>Finalise FLA for Holy Family via interview</li> <li>Plan family engagement sessions, focus on P1 and P2 parents.</li> </ul>	<ul style="list-style-type: none"> <li>July 21st</li> <li>August 2021</li> </ul>	FLA		
Compassionate, Connected Community	<ul style="list-style-type: none"> <li>Training for SLT and Nurture teacher</li> </ul>	<ul style="list-style-type: none"> <li>TBC Session 2021 from Gillian Kierans</li> </ul>	SLT Karen Crossan		
Outdoor Learning through enquiry and play	<ul style="list-style-type: none"> <li>Outdoor Learning Champion to coordinate learning</li> <li>Ongoing online CPD</li> <li>Staff support and lead outdoor learning sessions</li> <li>Continue to populate online resource area</li> <li>Coordinate National events</li> </ul>	<ul style="list-style-type: none"> <li>Online training via CLPL events</li> <li>Resource – ongoing</li> <li>Online Resource Collation</li> </ul>	Outdoor Learning – Clare Hendry All staff	Evaluation through LT and T meetings	

Specialised counselling for vulnerable and targeted groups	<ul style="list-style-type: none"> <li>Spark to provide specialist one to one counselling for targeted pupils within the P5-7 year groups</li> </ul>	4 children seen one day per week per Term (This will be changed to 5 children per day if staggered lunch breaks are no longer required)	New Spark Counsellor to be appointed in August 2021 ASN Coordinator	Spark evaluation – pre and post	
Staff Wellbeing	<ul style="list-style-type: none"> <li>Information sharing on EDC Staff Hub</li> <li>Specific Risk assessments for staff where required in liaison with HR</li> <li>Regular meetings with staff - check-in and discuss any Covid related issues or issues in general.</li> <li>Regular review of school Risk Assessment with all staff</li> </ul>	Ongoing	HT Union Reps All staff	Regular liaison and consultation	
Pupil Health and Wellbeing Tracking P4-7	<ul style="list-style-type: none"> <li>Pupils will engage in EDC Health and Wellbeing Tracker in Term 1 and 2/3 (P4-7)</li> <li>School liaison with SMT and Class Teachers focussing on individual responses of pupils.</li> <li>PEF Cover to allow teachers to have 1 to 1 meetings with pupils after each survey.</li> </ul>	Survey 1 – September 2021 Survey 2 – April/May 2022	Teaching Staff SMT	LT and T meetings  1 to 1 staff and pupil discussion at each survey  Staff overview on Wellbeing from Tracker	

<p>Pupil Health and Wellbeing Tracking P1-3</p>	<ul style="list-style-type: none"> <li>• Pupils engage in H&amp;WB lesson on feelings/emotions in class</li> <li>• All pupils express their emotions individually either verbally or written</li> <li>• Pupils are supported where concerns are expressed.</li> </ul>	<p>Survey 1 – September 2021 Survey 2 – April/May 2022</p>	<p>Class Teachers Pauline Campbell - DHT</p>	<p>LT and T meetings  1 to 1 staff and pupil discussion at each survey</p>	
<p><b>Leadership and Parental and Learner Engagement Opportunities</b></p>					
<p><i>Nurture Teacher post</i> <i>FLA Post</i> <i>Parental engagement throughout the Nurture process.</i> <i>Parental/Pupil engagement through Nurture/FLA staff and workshops.</i> <i>Pupil Liaison through H&amp;WB Tracker – needs being discussed and met.</i> <i>Parental Liaison through H&amp;WB Tracker – needs being discussed where necessary.</i> <i>Outdoor Learning – opportunities for family learning when restrictions ease.</i> <i>Spark – close family engagement when pupils identified and through pre and post questionnaires.</i></p>					
<p><b>Resource Requirements</b></p>		<p><b>Costs</b> <i>Please see PEF funding – detailed breakdown on last page</i></p>		<p><b>Professional Learning</b></p>	
<p><b>Nurture Room</b></p> <ul style="list-style-type: none"> <li>• Kitchen Area cabinets</li> <li>• Cooker, microwave, dishwasher, toaster, kettle</li> <li>• Cutlery and crockery</li> <li>• Appropriate seating for working</li> <li>• Rugs</li> <li>• Bean bags/soft seating</li> <li>• Interactive board (this is already in place)</li> </ul> <p>Learning and Teaching - Resources to support appropriate learning and teaching</p>				<p>Outdoor Learning – Clare Hendry Nurture – Karen Crossan, Pauline Campbell, Stephanie Wood (ASN), Andrew Gallagher, FLA, (Yvonne McGuire – training at beginning) ICT - Ryan McGrory P4-7 staff – H&amp;WB Tracker – school based learning with HT CCC – Karen Crossan/SLT</p>	

ICT - Purchase of dedicated devices. This will be determined in discussion with Nurture Staff (iPads or Laptops)

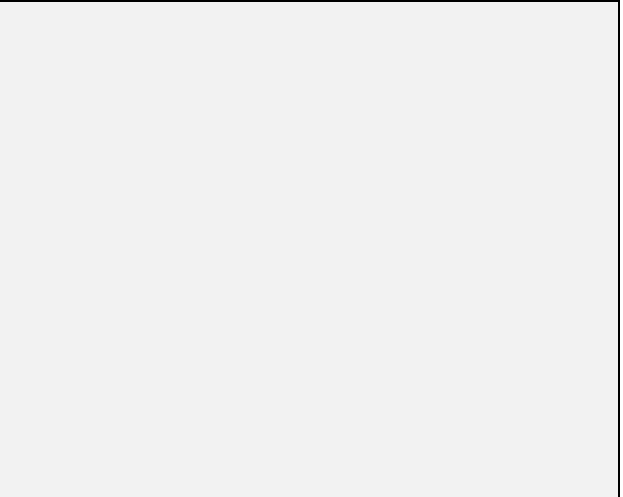
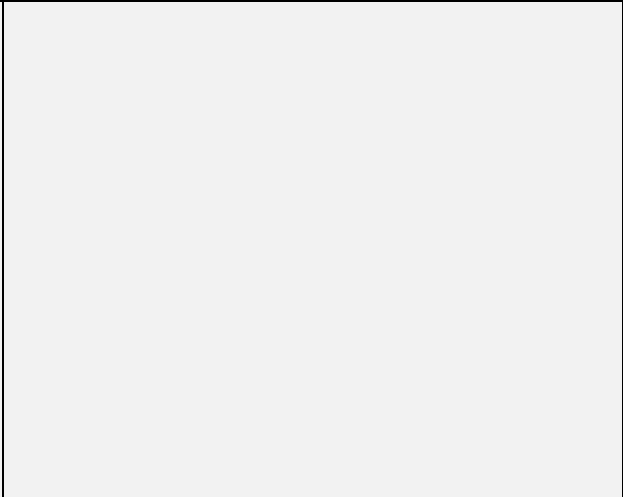
**Allocation from PEF of £8000 for indicative purposes only.**

School

Re-allocation of ICT and iPads to ensure classes can support SeeSaw sharing of class work.

H&WB Survey

8 days cover (4 per survey) to allow teachers to discuss findings with pupils and any issues raised (**PEF 8 x £280= £2240**)



Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan		Overall Responsibility
Family Engagement	Improvement in children and young people's mental health and wellbeing	School leadership Teacher professionalism Parental engagement	<ul style="list-style-type: none"> <li>Schools and early years' centres make use of the EDC toolkit for parental engagement to enhance family learning opportunities.</li> <li>Targeted schools to set up and provide support to pupils through Nurture groups following the EDC Nurture Network framework</li> <li>All schools to continue to promote Nurturing Principles and participate in professional learning</li> </ul>		HT
Target	Actions	Timescales	Responsible	Monitoring and Evaluation Arrangements	Progress
Parental involvement, engagement and learning at home	<ul style="list-style-type: none"> <li>Parental engagement with family learning programmes through appointment of a new Family Learning Assistant who will be 1.0 in Holy Family.</li> <li>Increased parental involvement with school, especially with Health and Wellbeing, ICT and Home Learning</li> </ul>	Appointment of new FLA is currently ongoing (Interviews in July 2021)	FLA ASN Coordinator SMT DHOC EYC	Self-Evaluation  Monitoring of pupils engagement with class tasks and homework.	

<p>Family engagement with Nurture Base and developing relationships and parental skill base.</p>	<ul style="list-style-type: none"> <li>• Termly/Monthly visits for families</li> <li>• Curricular support sessions</li> <li>• Family and child working sessions</li> <li>• Evaluation of input and impact</li> </ul>	<p>October 2021 to June 2022</p>	<p>Karen Crossan FLA SLT</p>	<p>Self-Evaluation  Monitoring of pupils engagement with class tasks and homework.</p>	
<p>Reporting and Communicating with Parents</p>	<ul style="list-style-type: none"> <li>• Continued use of Team app for TAC meetings, parental discussions and Parent Council/PTA meetings</li> <li>• Deliver Pupil Reports/Parents Night in line with current EDC &amp; Covid guidance.</li> <li>• Use of SeeSaw to share pupil work from the class – staff training on this in August Inset for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting – based on guidance</li> <li>• September/October 2021 P1 Curricular Workshop (online or in person)</li> <li>• August 2021 Inset</li> </ul>	<p>SMT ASN Coordinator Teaching Staff Digital Leader</p>		
<p>Parental involvement, engagement and learning at home</p>	<ul style="list-style-type: none"> <li>• Increased parental involvement with school, especially through the use of ICT/ SeeSaw/ YouTube (private channel) to share learning*</li> <li>• Curricular Workshops for parents*</li> </ul> <p>*Dependent on Covid Guidance at that time.</p>	<ul style="list-style-type: none"> <li>• Meet the Teacher – August 2021</li> <li>• Curricular Workshops for P1 parents in September 2021</li> <li>• Share Learning events throughout the year on YouTube (private channel)</li> <li>• Use of SeeSaw to share class learning and progress throughout the year – Inset Aug 2021</li> </ul>	<p>ICT Coordinator/PT Class Teachers Support Staff FLA Digital leader</p>	<p>Families of pupils to have a better understanding of the curriculum and be better placed to support their child at home, especially at Early/First Level</p>	

		<ul style="list-style-type: none"> <li>Development of simple 'How to...' videos for SeeSaw by FLA and Digital Leader</li> </ul>			
Curricular development sessions for parents	<ul style="list-style-type: none"> <li>Develop online curricular information/'how to' videos for SeeSaw and BugClub</li> </ul>	<ul style="list-style-type: none"> <li>September 2021</li> </ul>	DHT FLA Digital leader	Parental survey on curricular support requirements  Increased family engagement and support for those families supported by the FLA  Increased sharing of achievements and progress through SeeSaw	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Parental liaison with FLA to support learning at home.          FLA programme to increase parental engagement with school, especially with P1 and 2 families.          FLA support in Nurture – supporting parents to maintain good home learning habits.          FLA programme – parent and child workshops TBC</i>					
<b>Resource Requirements</b>		<b>Costs</b> <i>Please see PEF funding – detailed breakdown on last page</i>		<b>Professional Learning</b>	
<b>Appoint full time FLA FLA Training</b>				Teams – new staff SeeSaw – all staff FLA specific training once appointed.	





Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
<p>Continuing to ensure equity and excellence including educational continuity:</p> <ul style="list-style-type: none"> <li>○ Curricular learning loss recovery support;</li> <li>○ Continued digital literacy for staff and pupils</li> <li>○ Continuing to raise attainment and achievement;</li> <li>○ STEAM Cluster initiative with SSERC</li> <li>○ Awareness raising of UNROC</li> </ul>	<p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in attainment in literacy</p> <p>Improvement in attainment in numeracy</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>assessment of children's progress</p> <p>school improvement</p> <p>performance information</p>	<ul style="list-style-type: none"> <li>• PEF interventions, targets and spends are included within the School Improvement Plan following self-evaluation and there is an expectation of a positive impact for learners</li> <li>• All schools and early years' centres continue to develop moderation processes within and out with the school to build teachers' confidence in their professional judgement</li> <li>• All schools and early years' centres continue to develop a literacy strategy to raise attainment. This should include a clear curricular framework for development and progression of literacy skills, effective learning, teaching and assessment.</li> <li>• All schools and early years' centres will continue to develop a numeracy strategy to raise attainment. This should include a clear curricular framework for development and progression of numeracy skills, effective learning, teaching and assessment.</li> </ul>	<p>HT</p>

Target	Actions	Timescales	Responsible	Monitoring and Evaluation Arrangements	Progress
<ul style="list-style-type: none"> <li>Covid Impact Teacher (2 days)</li> </ul>	<p>Initial assessment of Learning Loss in literacy and numeracy using; P3 -7 Assessment Data from PURA/PIRA 2021 Summer assessments. SNSA 2021, CfE Reading assessment for P2-7, T4W Cold piece assessment</p> <ul style="list-style-type: none"> <li>PEF Funded 2 day teacher to support specific pupils in class and on a 1 to 1 basis.</li> <li>Termly blocks with targeted pupils (SIMD, PEF, Attainment)</li> </ul>	<ul style="list-style-type: none"> <li>August 2021– focus on pupils in P2 and 4 who have not attained appropriate CfE Level</li> <li>October 2021 – Focus on P7</li> <li>Jan- June – Pupils identified through LT+T</li> </ul> <p>Class Monitoring Tracking as part of 2021/22 Learning and Teaching Meetings</p> <p>PUMA and PIRA Summer 2021 Data Analysis</p>	<p>PEF Covid Impact Teacher Class Teacher/SMT Link</p> <p>SLT</p>	<p>Pre and post assessments in specified area of curriculum to track and assess progress of individual pupils.</p> <p>School monitoring and tracking through LT+T meetings.</p> <p>Termly Learning Teaching and Tracking with SMT link and Class Teacher</p>	
<ul style="list-style-type: none"> <li>Staff training on Microsoft Teams/SeeSaw</li> </ul>	<ul style="list-style-type: none"> <li>SeeSaw – reporting to parents and sharing work</li> <li>Ongoing CPD through EDC CPD calendar and collegiate learning</li> <li>Collegiate sessions with staff to support and enhance skills development.</li> </ul>	<ul style="list-style-type: none"> <li>August Inset</li> <li>September/October 2020</li> </ul>	<p>EDC Trainers SMT Digital Leader</p>	<p>Self-evaluation</p> <p>Staff able to deliver learning through platforms if required for school closures.</p> <p>Staff use of platforms to share learning/deliver homework.</p>	

<ul style="list-style-type: none"> <li>Support for teaching staff/NQT's new to Talk for Writing (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Training for new staff using cluster materials developed in 2019.</li> <li>Support and class visits for new staff with experienced teachers across the school.</li> </ul>	<ul style="list-style-type: none"> <li>2x 1.5 hr sessions for NQT's September/October 2020</li> <li>Ongoing observations throughout the school year</li> </ul>	DHT T4W Champion	School monitoring and tracking through LT+T meetings.	
<ul style="list-style-type: none"> <li>Raise attainment in Reading</li> </ul>	<ul style="list-style-type: none"> <li>Introduction on Reading Schools for all staff</li> <li>Complete application to take part in the Scottish Book Trust Reading Schools Accreditation Programme</li> <li>Form a Reading Leadership Group</li> <li>Train P6 pupils in Paired Reading Technique</li> <li>Regular staff updates and feedback on progress</li> </ul>	<ul style="list-style-type: none"> <li>August 2021</li> <li>August 2021</li> <li>September 2021</li> <li>September 2021</li> <li>October 2021 2021</li> <li>Termly</li> </ul>	Mrs Campbell Mr Gallagher Mrs Campbell Teaching staff member Primary 7 pupils Mrs Campbell Mrs Campbell Class Teacher TBC	Undertake attitude surveys to prior to, during and after the process to create an action plan, determine appropriate interventions and measure impact/progress  School monitoring and tracking through LT+T meetings.	
<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Writing – planning and resource familiarisation</li> <li>Staff refresher and input for new staff to the school</li> <li>Moderation of writing across stages</li> </ul>	<ul style="list-style-type: none"> <li>August 2021</li> <li>August/September 2021</li> <li>February 2022 Inset</li> </ul>	T4W Champion Mr Campbell	School monitoring and tracking through LT+T meetings.	
STEAM SSERC Primary Cluster Programme (PCP)	<ul style="list-style-type: none"> <li>provide opportunities for every primary teacher within the selected school</li> </ul>	<ul style="list-style-type: none"> <li>June 2021 – Information Sharing</li> <li>September 2021 – Cluster</li> </ul>	Susan Smith SLT	Staff, pupil and parent evaluation of SSERC Cluster	

	<p>clusters to raise their levels of confidence and expertise in STEAM</p> <ul style="list-style-type: none"> <li>• increase engagement in, understanding and knowledge of, STEAM and higher order problem solving skills</li> <li>• develop further the range of pedagogic and assessment skills of all primary teachers within the cluster in STEM contexts</li> <li>• develop further the individual professional practice of participants</li> <li>• establish collegiality between schools within a cluster and where appropriate, between clusters</li> </ul>	<p>meeting/Introduction session</p> <ul style="list-style-type: none"> <li>• September 2021 – Living in a material world*</li> <li>• October 2021 – Leadership and mentoring</li> <li>• November 2021 – Sounds Good*</li> <li>• November 2021 – Carbon Dioxide*</li> <li>• January 13th/14th 2022- Dunfermline Conference</li> <li>• June 2022 – Workshops and showcase</li> </ul> <p>*Workshops</p>	<p>*Up to 10 staff can also attend workshops.</p>	<p>project (pre and post)</p>	
<p>UNROC Awareness raising</p>	<ul style="list-style-type: none"> <li>• Raise staff awareness of new legislation</li> <li>• Link to UNROC and COP26 Conference.</li> <li>• Discuss with Parent Council</li> <li>• Share information with parents, staff and pupils (pupils to lead</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate time September 2021</li> <li>• September 2021</li> <li>• September 2021</li> <li>• October 2021</li> <li>• September 2021</li> <li>• March 2021</li> </ul>	<p>SLT Pupil Committees Pupil Council All staff</p>		

	<p>this through assembly)</p> <ul style="list-style-type: none"> <li>• Reinstatement of pupils groups to support the Pupils voice</li> <li>• Action Plan for implementation across the school community in 2022/3</li> </ul>				
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<p><i>Parental liaison with Impact Teacher/FLA to support learning at home.</i></p> <p><i>Delivery of T4Wsupport materials to new parents</i></p> <p><i>Community engagement with Reading Schools for pre and post surveys.</i></p> <p><i>FLA/Digital Leader support videos/sessions for parents on SeeSaw and Teams to support homework and home learning, if required.</i></p>					
<b>Resource Requirements</b>		<b>Costs</b> <i>Please see PEF funding – detailed breakdown on last page</i>		<b>Professional Learning</b>	
SSERC – Staff cover for Conference – 2 days in January		<b>2 days cover at £560 – Curr Dev</b>		<ul style="list-style-type: none"> <li>• Teams</li> <li>• SeeSaw</li> <li>• T4W – New staff/NQT's</li> <li>• SSERC Workshops and Conference.</li> <li>• SSERC – participation in Showcase event.</li> </ul>	

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-2	Cost	Review - Evaluation
Nurture Room	Adaptations to the room (EDC) Resources for kitchen area (HF) Furniture and floor coverings (HF) Identified resources through training (HF) Nurture Teacher, FLA and SLT will have responsibility.	There will be built in assessment and evaluation throughout the year for pupils, parents and staff. Increased access to curriculum and increased attainment. Increased Wellbeing and ability to access learning in a supported, nurturing environment.	£8000 (Estimate as there has been no quotes returned from EDC and additional training to be undertaken)	
HWB	Use of EDC HWB Tracker to measure pupil wellbeing and identify areas for support. One half day cover per class each Term for staff to meet pupils individually once survey is complete and discuss all aspects – both positive and concerns.	Pupil tracked via EDC tracker from Term to term. Support and interventions where necessary.	Staffing – PEF funded teacher to cover meetings. 8days (12 days if repeated a third time) (8x £280) £2240	
HWB	PEF Classroom Assistant - (temporary contract to cover maternity of current PEF CA) Aug2019 - March 2022	Pupils support 1 to 1 support for pupils in the early years to increase curricular engagement and attainment HWB support	Aug to March 2022 £12178	

<p>Literacy and Numeracy</p>	<p>Sumdog Subscription (EDC Rate organised by Karen Oppo)</p> <p>Sumdog Numeracy, Literacy and Grammar will be used to support home learning and also homework.</p> <p>This was a valuable resource during Covid lockdowns and will be used again in such circumstances</p>	<p>Sumdog Numeracy, Literacy and Grammar will be used to support home learning and also homework.</p>	<p>£882.33</p>	
<p>Literacy/Numeracy</p>	<p>Covid Learning Recovery Support Teacher (Temp Contract) for 2 days per week.</p> <p>Focussed support and curricular recovery for pupils most affected by Covid learning loss.</p> <p>Pupils identified through class tracking and Learning and Teaching Meetings.</p> <p>Initial focus on P4 and P7 pupils who are tracked not to achieve appropriate Levels for their stage.</p> <p>Aug to March 2022</p>	<p>Pre and post assessment of reading age using PM Benchmark</p> <p>Pre and post assessment of numeracy using Primary Maths for Scotland and school based resources.</p>	<p>£13970</p>	



PEF Allocation £38042

Funds allocated from above £ 37270

Available £772