

Rationale

Our shared vision in St. Ninian's sets out our direction as a learning community of aspiration that nurtures and develops the unique talents of each individual. We strive to ensure that our young people are fully prepared for life in the 21st century equipped with literacy and numeracy skills to achieve in life, and with the resilience and perseverance to deal with the challenges they may face.

Our values underpin this vision and shape our relationships and approaches to ensuring Excellence and Equity for all, to deliver the best possible outcomes for our pupils with a particular focus on those affected by poverty.

We are aware of the needs of our community and acknowledge the right for all to succeed regardless of their background. We actively promote fairness and justice in everything that we do within an inclusive learning environment. Our creativity encourages us to pursue innovative approaches to develop our pupils to respond to the ever-changing needs of a global world, through collaborative partnership working to equip our pupils with the skills for learning, life and work.

2017-2018

This session we are committed to improving the literacy, numeracy and wellbeing skills of our pupils affected by poverty. We will endeavour to support our target group, pupils in S1, S2 and S3 through intervention, to ensure that they are progressing well in literacy and numeracy, are equipped with resilience and can demonstrate a growth mindset approach to their learning. We will track progress robustly and measure the short, medium and long-term impact of the interventions, using the evidence gathered to inform future approaches.

By the end of the Broad General Education our expectation is that the target group will have achieved their potential at Levels 3 and 4 to allow them to enter the Senior Phase equipped with the skills to be successful in examinations and beyond.

Senior Phase Progression

The progress and attainment of the target group will be tracked across the Senior Phase, with an expectation that these pupils are attaining in line with pupils from the least deprived backgrounds and that at the point of exit from school they are fully supported into positive destinations.

NUMERACY					
Data / Evidence to inform priority?	Outcomes 2017/2018	Intervention (s)	Expected impact	Measures Qualitative and Quantitative short / medium / long term	Actual Impact – June 2018
<ul style="list-style-type: none"> Insight Numeracy data Analysis of BGE tracking data in Numeracy Standardised test data P7 SNSA Numeracy data S3 Parental evaluations from Numeracy workshops (2016/2017) 	<ul style="list-style-type: none"> Increase in Numeracy level of pupils in target group achieving Level 3 and Level 4 by the end of S3. Progression in Numeracy skills/ CfE level of pupils in target groups: S1, S2 and S3. 	Targeted Numeracy Intervention Groups: S1, S2 and S3	<ul style="list-style-type: none"> Targeted support for pupils experiencing poverty will lead to greater confidence and motivation to learn 	<ul style="list-style-type: none"> Assessment data Pupil surveys / Learner Conversations Feedback from staff 	
		Numeracy Ninjas to develop mental Numeracy in target group and other identified pupils	<ul style="list-style-type: none"> Increased pupil enjoyment in numeracy operations Progression across the ninja levels Improved non-calculator skills 	<ul style="list-style-type: none"> Numeracy Ninja tracking data Pupil voice / Learner Conversations Non-Calculator Numeracy Assessment 	
		Targeted intervention using S6 Numeracy mentors and lunchtime homework clubs	<ul style="list-style-type: none"> Increased confidence in numeracy skills and pupil motivation 	<ul style="list-style-type: none"> Pre and post questionnaires from target group Supported study and lunchtime homework club / uptake Class Assessments Tracking of CfE levels 	
		Implement strategies from Maths Recovery program	<ul style="list-style-type: none"> Increased staff confidence in being able to deliver Maths to pupils who are struggling to access the curriculum 	<ul style="list-style-type: none"> Staff feedback Pupil feedback 	
		Parental Engagement / Numeracy Workshops	<ul style="list-style-type: none"> Increased parental confidence with numeracy and methodologies 	<ul style="list-style-type: none"> Parental feedback / evaluations 	
		Staff engagement with Benchmarks Staff Training – Inset days and Learning and Teaching groups	<ul style="list-style-type: none"> Increased confidence in staff engagement with benchmarks and in using benchmarks to assess numeracy 	<ul style="list-style-type: none"> Moderation activities Minutes from Numeracy Improvement Team Use of moderation resources / support from Numeracy PT Staff questionnaires 	

LITERACY					
Data / evidence to inform priority?	Outcomes 2017/2018	Intervention (s)	Expected impact	Measures Qualitative and Quantitative short / medium / long term	Actual Impact – June 2018
<ul style="list-style-type: none"> Insight Literacy data Analysis of BGE tracking data in Literacy SNSA Literacy data S3 Standardised test data P7 	<ul style="list-style-type: none"> Increase in Literacy level of pupils in target group achieving Level 3 and Level 4 by the end of S3 Progression in Literacy Skills/Level of pupils in target group (S1 and S2). 	Targeted Literacy Intervention Group for Reading in S1, S2 and S3	<ul style="list-style-type: none"> Targeted support for pupils experiencing poverty will lead to greater confidence and motivation to learn. 	<ul style="list-style-type: none"> Assessment data Pupil surveys / Learner Conversations Feedback from staff 	
		Reading boxes (Red and Green)	<ul style="list-style-type: none"> Improvement in reading ages of target group Progression across reading levels 	<ul style="list-style-type: none"> Assessment data Progression through different reading levels 	
		S1 Literacy Day	<ul style="list-style-type: none"> Increased awareness of the relevance of Literacy skills in all subject areas 	<ul style="list-style-type: none"> Pupil questionnaires Feedback from staff Staff assessments of Literacy skills in variety of subjects (S1) 	
		S6/S1 paired reading programme	<ul style="list-style-type: none"> Increased confidence and skills in Reading out loud and passage comprehension skills 	<ul style="list-style-type: none"> Pupil questionnaires (S1 and S6) S6 evaluations of sessions Staff assessment of Reading skills in selected S1 pupils 	
		Parental Engagement / Literacy Workshops for S1	<ul style="list-style-type: none"> Increased parental confidence with Literacy and approaches across the curriculum. 	<ul style="list-style-type: none"> Parental evaluations Parental engagement 	
		Staff engagement with Benchmarks Staff Training – Inset days and Learning and Teaching groups	<ul style="list-style-type: none"> Increased confidence in staff engagement with benchmarks and in using benchmarks to assess Literacy 	<ul style="list-style-type: none"> Moderation activities- focusing on learning, teaching and assessment and not just pupil work Minutes from Literacy Improvement Team Use of moderation resources / support from Literacy PT Staff questionnaires 	

RAISING ATTAINMENT & DEVELOPING YOUNG WORKFORCE					
Data / evidence to inform priority?	Outcomes 2017/2018	Intervention (s)	Expected impact	Measures Qualitative and Quantitative short / medium / long term	Actual Impact – June 2018
<ul style="list-style-type: none"> • SDS leaver destinations data • Insight • <i>(The priority takes account of young people from S1-S3 for PEF with S4 – S6 this school session from core funding.)</i> 	<ul style="list-style-type: none"> • Increase in attainment for all but with a particular focus on pupils in equity target group S4-S6 – core business • Positive destinations data for target groups 	Targeted mentoring programme with a specific focus on pupils in equity group.	<ul style="list-style-type: none"> • Increased attainment at N5 and Higher level • Increased attainment of Literacy and Numeracy units at N5 	<ul style="list-style-type: none"> • Tracking data • Mentoring conversations • Review of progress made towards targets • Prelim data 	
		Targeted supported study programme – monitor attendance and arrange transport for equity group.	<ul style="list-style-type: none"> • Improved attendance levels • Improved ratings in tracking 	<ul style="list-style-type: none"> • Attendance registers • Pupil feedback 	
		Careers planning for pupils in equity group S3-S6 with a view to extending this earlier.	<ul style="list-style-type: none"> • Increased awareness of pathways and required qualifications 	<ul style="list-style-type: none"> • Pupil questionnaires / feedback 	
		Work placements – greater focus on equity group ensuring that their placements are successful and highly effective.	<ul style="list-style-type: none"> • Increased awareness of employability skills • Development of skills 	<ul style="list-style-type: none"> • Uptake of work placements • Pupil feedback 	

HEALTH & WELLBEING					
Data / evidence to inform priority?	Outcomes 2017/2018	Intervention (s)	Expected impact	Measures Qualitative and Quantitative - short / medium / long term data)	Actual Impact – June 2018
<ul style="list-style-type: none"> • Research • SDS Leavers data • Pupil Support Team information 	<ul style="list-style-type: none"> • Increase in pupils' resilience and wellbeing • Improved attendance and engagement of pupils in equity group • Growth Mindset approaches to support pupils' progress evident across learning 	Staff training on Growth Mindset Establish Growth Mindset improvement team with a view to sustaining this over time across all departments within the school.	<ul style="list-style-type: none"> • Staff develop Growth Mindset language to lessons • Good practice in Growth Mindset shared 	<ul style="list-style-type: none"> • Staff evaluation of training • Class room observation 	
		Pupil workshops all year groups Targeted follow up workshops (x2) for S1- S3 equity group	<ul style="list-style-type: none"> • Improved attendance • Improved ratings in tracking data – effort, behaviour, homework • Pupils in the equity group make accelerated progress within their learning. 	<ul style="list-style-type: none"> • Pupil evaluation of workshops (1 x BGE and 1 x Senior Phase) • Evaluation of Pre and Post workshop survey with equity group 	
		Parental Empowerment Programme –target families within equity group	<ul style="list-style-type: none"> • Improved pupil engagement in learning • Improved parental engagement 	<ul style="list-style-type: none"> • Improved pupil attendance • Parental attendance over duration of programme • Evaluation of (pre and post) parental survey 	

Appendix: Equity Profile

Close monitoring and tracking of pupils in S1, S2 and S3 to ensure that pupils within the equity target group receive support and intervention as required, to achieve their maximum potential in Literacy and Numeracy in preparation for the Senior Phase.

The equity profile tracks pupil progress through the Broad General Education. The target group involves pupils identified as:

- SIMD 1 and 2
- FME
- LAC
- Others identified as being affected by poverty

Progress Tracking

Pupil progress across levels is tracked three times across the session:

- End of October
- End of December
- End of April

Teachers provide a professional judgement on working levels. This is based on a range of assessment data and involves moderation to agree a level.

- Performance in Numeracy is tracked through Maths
- Performance in Literacy is tracked in English across the categories of Reading, Writing and Talking & Listening.
- Literacy and Numeracy responsibility of all database tracks progress across other curricular areas

At the end of each tracking period pupil progress is reviewed. Any anomaly in relation to progress is followed up. This will include dialogue with:

- Class Teacher
- Principal Teacher Maths / English and Curricular Principal Teachers
- Principal Teachers' Pupil Support
- Discussion with link SMT

Where appropriate, discussions will then take place with pupils and appropriate interventions put in place.

Monthly Tracking

Pupils are also tracked on their effort, behaviour and homework. These are important as they can often be an early warning signal to an issue before it affects progression. This is closely monitored and any rating of 3 or 4 is followed up by the appropriate Principal Teacher, Pupil Support team and link SMT.