

LITERACY

What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Intervention (s)	Expected impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
<p>CfE data demonstrates that as a school, writing is the main area for improvement and the biggest dip in attainment appears at P4, however assessment and teacher judgement records of performance of SIMD 1&2 pupils throughout the stages evidences that the biggest 'gap' actually begins in P3.'</p> <p>Attendance for the identified group is 7% lower than ave.</p> <p>Late-coming is 9% lower than ave.</p> <p>Parental attendance at events is 27% lower than ave.</p>	<p>Improve the attainment & experience of SIMD 1&2 children in writing during P3</p> <p>Narrow the gap at First level Writing from 11% pts to 6% by June 2018 and 2% by June 2019 for those identified children compared to the year cohort.</p> <p>Improve attendance to within 4% by June '18 and 2% by June '19</p> <p>Improve late-coming to within 5% by June '18 and 3% Jun'19</p> <p>Improved Parental attendance to within 18% Jun'18</p>	<p>Develop Learning & Teaching strategies for Writing in P3</p>	<p>Increased pupil engagement (75-87% by June '18) and enjoyment in Writing activities (45%-62% by June '18, 87% by June '19)</p> <p>Identified resources for implementation in P3 by Dec'17</p> <p>Supporting assessments demonstrating progress – Spring '18</p>	<ul style="list-style-type: none"> • Pre / Post Teacher judgement • Writing comprehension scores • Pre/post pupil surveys • Standardised assessments • Class formative assessments • Levels of staff engagement with CLPL 	<p>Gap in writing narrowed to within 5% of cohort – June 2018</p> <p>Clear pedagogical framework developed for early and first level.</p> <p>Resources purchased to support writing at first level – Dec'17 after consultation with staff and parent council</p> <p>All early and first level class teachers and support staff trained in literacy approaches and have worked collaboratively with nursery colleagues on writing</p> <p>0.5fte Family worker enhancement since Jan'18 in collaboration with other primary school and supporting 7 families in learning at home.</p> <p>DHT now working with authority to plan and support further CPD session in literacy (writing) for session 2018/19</p> <p>Attendance within 4% May'18, Late-coming reduced to 6% May'18 and parental engagement improved to within 16% May'18</p>
		<p>Provide Professional Learning for staff involved with the target group in P3 to support literacy and writing in particular</p>	<p>Sourced PL opportunities leading to the training in pedagogy for staff 100% by June '18. Calendar of In-House CPD opportunities Oct '17</p> <p>Understanding of standards between pupil, teacher and families of identified group by Spring '18</p> <p>More engaging opportunities for learners by Nov'17</p> <p>1:1 support from learning assistants for identified group by October '17</p>	<ul style="list-style-type: none"> • Relevant programme assessment measures. • L&T working group minutes • Pre/post evaluations on staff confidence and understanding • Professional tracking meetings with learning assistant and class teacher 	
		<p>Provide Family Support Worker to engage with target families to encourage writing at home</p>	<p>Improved confidence and motivation in writing in pupils from 40% to 60% by Jun'18, 75% by Jun'19, 90% by Jun'20</p> <p>More frequent engagement with family</p> <p>Increased level of support in learning at home from 32% to 50% Jun'18, 75% Jun'19</p>	<ul style="list-style-type: none"> • Learner feedback • Writing records • Use of library resources • Pre/post child and family survey • Standardised assessment at P4 • Levels of parental engagement • Attendance & Late-coming data 	

Numeracy (secondary)

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<p>- Assessments and Teacher judgement in S1 shows a stalling of Progression through CfE level 2 specifically in Information handling</p> <p>- Data & Analysis with SIMD 1&2 Cohort.</p> <p>- Analysis of parental survey details only 23% of SIMD 1&2 parents support numeracy homework.</p> <p>-SSLN 2015</p> <p>- Attendance for the identified group is 7% lower than ave.</p> <p>- Late-coming is 9% lower than ave.</p>	<p>Increased participation and attainment in <i>information handling</i> experiences and outcomes in SIMD 1&2 S1 cohort by June 2018.</p>	<p>S1 Peer Tutoring</p>	<p>Pupils report increased confidence and motivation to learn of 15%</p> <p>Increased frequency and quality of feedback using written, verbal and digital technology</p>	<ul style="list-style-type: none"> • Pre / Post pupil questionnaire from SIMD 1&2 • Levels of lost class learning time • Class assessments • CfE levels • Tracking & Monitoring 	<p>Average increase of 5% in assessments including Data & Analysis, however a broader 4% average increase from SIMD 1&2 in all numeracy assessments by June 2018.</p> <p>37% of SIMD 1&2 young people report that a parent or carer regularly supports learning numeracy at home (weekly at least). Parental evaluations report increase in their child's motivation to complete numeracy homework.</p> <p>Behaviour referrals for cohort reduced by 23% over a 6 month period. A reduction of 15% of the number of young people requiring PSA interaction by the end of S1.</p>
	<p>Increased parental support in children's learning of numeracy</p> <p>Improved attendance to within 4% Jun'18 and 2% Jun'19</p>	<p>Pupil Support Assistant – Maths recovery</p>	<p>100% PSAs trained in Maths recovery by Jun'18</p> <p>PSAs report increased pupil engagement of 25%</p> <p>Attainment in Data Analysis within 5% by Jun'18, 3 % Jun'19</p> <p>20% reduction in behavioural referrals</p>	<ul style="list-style-type: none"> • Teacher judgement • Records of work • Level of referrals • PSA judgement on engagement levels • MR assessment • Monitoring & tracking meetings 	
	<p>Improved late-coming to within 5% Jun'18 and 3% Jun'19</p>	<p>Digital Access (Online resources)</p>	<p>Numeracy resources online by October 2017.</p> <p>20% SIMD 1&2 accessing lunch support club from 0%</p> <p>and 40% of parents supporting learning at home by June 2018</p>	<ul style="list-style-type: none"> • Website / App visits/hits • Participation outwith class time • Parental pre/post evaluations • Audit of resources 	