



Bridgend Primary School & Nursery IMPROVEMENT PLAN

2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
Schools Programme (SAC)
Pupil Equity Fund (PEF)

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Through discussion with pupils, staff, parents and all stakeholders we have agreed that Bridgend Primary School is a place where..

- there are **high expectations** for teaching and learning, everyone strives for excellence.
- children feel happy and confident in a safe & caring environment.
- children are happy to learn and are enthusiastic and inspired to be the best they can be.
- children are always treated fairly and valued at all times.
- pupil voice is encouraged and valued
- children are encouraged to care for each other and to interact with others respectfully and responsibly
- achievements are celebrated and encouraged both in and out of school
- there is a positive and enriching environment for all pupils, staff and parents
- clear expectations are communicated and key skills are embedded
- the physical, mental and emotional health of children is fostered

It is our aim that you will see and hear:

- Quality learning and teaching which provides pupils with a variety of experiences and opportunities to raise aspirations.
- A motivated learning community who are encouraged to participate in opportunities for leadership at all levels.
- Co-operative working which includes and values the contributions of everyone within our school community
- Happy, healthy, nurtured children with a positive mind-set who are proud of themselves, their friends and their school.

Our Aims

In partnership with parents and the wider community, we aim to..

- nurture all children in a safe, caring environment
- value, support, respect and include everyone
- provide children with challenging, motivating, positive and purposeful learning experiences
- raise attainment, ambition and aspiration for all

<ul style="list-style-type: none"> ❖ Staff are inspired, motivated and challenged through use of the SCEL framework activities to enhance CLPL. ❖ Improve attainment through creativity where children have raised aspirations for their learning through developing confidence within the Expressive Arts 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information		<ul style="list-style-type: none"> • 1 x CAT to share SCEL framework • CLPL wall displayed in staffroom to track staff CLPL linked to school priorities outlining the impact this has / had on teaching and learning. • Teaching staff use progression pathways and IDL planning as a means to enhance Literacy and Numeracy outcomes for all children through the Expressive Arts • Opportunities for staff CLPL which enhance confidence in teaching the Expressive Arts outcomes and resources are supporting staff to deliver these effectively • Parents/carers and the wider community are involved in the celebration of learning within the Expressive Arts • Progressive Music programme established. • Whole school performance incorporating Music, Art, Drama and Dance. ACTIONS SPECIFIC TO NURSERY: <ul style="list-style-type: none"> • <i>Further develop opportunities to challenge and support children's learning through engagement in story, movement and dance using music as a tool to foster creative expression, as well as enhancing children's health and well-being through movement and the arts.</i> 	<p>HT All Staff</p> <p>All staff</p> <p>All staff</p> <p>PT . Community SH All staff</p> <p>Nurs Team</p>	<p>Sept 18 Aug 1</p> <p>Ongoing</p> <p>Dec 18</p> <p>April 19</p> <p>Sept 18</p> <p>April 19</p> <p>Ongoing</p>	<p>Visible display of CLPL opportunities and impact on learners.</p> <p>Curriculum mapping folders</p> <p>Staff training evaluations Parent evaluations</p> <p>Consultative planning Learner Journals Quality Observations</p>
<p>Improvement in Literacy for all:</p> <ul style="list-style-type: none"> ❖ Increase staff confidence in the process of moderation and achievement of a level in literacy ensuring consistency of professional judgement. ❖ Consistent whole school approach to the teaching of reading, which supports and challenges all learners creating an effective culture of reading across the school. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.1 1.2 1.3 1.5 2.2 2.3 2.4 2.5 2.7</p>	<ul style="list-style-type: none"> • Literacy moderation planned based on the priorities identified from our school SNSA analysis • Time allocated for staff to work within levels to plan for literacy assessment and moderation activities. • Literacy moderation with a particular emphasis on the * 1 2 3 professional judgement. • Further embed CC&VH in P1/2 ensuring pace and challenge through delivery of programme. • Further develop and embed Active Literacy across the school. • Introduce Reading Ambassadors to evaluate, review and lead improvements to class and school libraries in turn promoting reading for enjoyment. • Audit resources to ensure that there is sufficient challenge of age appropriate materials, and balance of genres. • Research 'Bug Club' to provide a digital element to reading and enjoying various texts. ACTIONS SPECIFIC TO NURSERY: <ul style="list-style-type: none"> • <i>Re-introduce Story Sacks providing Family Learning opportunities.</i> • <i>Further embed Word Boost using linked texts and identified words continuing to close the vocabulary gap.</i> 	<p>SLT and all staff</p> <p>SLT, all staff, QIP partner</p> <p>JP (P1/2)</p> <p>All staff</p> <p>HT / Reading Champion</p> <p>PT</p> <p>All staff</p> <p>Nurs Team</p>	<p>Term 3</p> <p>Ongoing</p> <p>Ongoing Sept 18</p> <p>Sept 18</p> <p>Oct 18</p> <p>Dec 18</p> <p>Ongoing</p>	<p>SNSA analysis</p> <p>Reliable teacher assessment and data</p> <p>Increased confidence and teacher judgment</p> <p>Increased pupil engagement in reading lessons</p> <p>GL reading assessment data</p> <p>SNSA data</p> <p>Bug Club Trackers</p> <p>Family evaluations</p> <p>Renfrew Scale</p>

<p>Improvement in Numeracy for all:</p> <p>❖ Increase staff confidence in the process of numeracy moderation and achievement of a level ensuring consistency of professional judgement across the cluster.</p> <p>❖ Raise attainment in Numeracy as a result of high quality learning experiences for all children ensuring that learning is rich, motivating and meaningful.</p>	<p><input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p> <p><input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>1.1 1.2 2.3 2.7 3.2</p>	<p>In line with WL Maths Action Plan:</p> <ul style="list-style-type: none"> • Cross sector numeracy analysis will continue with representation from all cluster schools including Academy • Numeracy moderation planned based on the priorities identified from the cluster SNSA analysis • Time allocated for staff to work within levels to plan numeracy holistic assessments • Numeracy moderation across the cluster with a particular emphasis on the * 1 2 3 model • Staff moderate evidence of numeracy assessments and give feedback on standards • Staff to upload numeracy evidence to cluster sharepoint • 4 x 1.5 hour sessions + 4 x travel time of 2 hours = 8 hours • 4 additional hours (preparation for moderation sessions / uploading evidence to sharepoint) • 1 X teacher trained in Maths Recovery strategies for classroom use • Approach to play-based numeracy learning in the early years adopted. • Maths Recovery sessions delivered involving families at key stages to support home learning and celebrate success. • 1 x CAT session <ul style="list-style-type: none"> - School Raising Attainment Strategy shared - Maths Recovery strategies – how these transfer into classroom lessons / planning - CPA update training <p>ACTIONS SPECIFIC TO NURSERY:</p> <ul style="list-style-type: none"> • <i>Continuously evaluate ELC environment to ensure it is Numeracy rich, motivating and inspiring for all nursery pupils.</i> • <i>Re-introduce Play Along Maths sacks to facilitate family learning opportunities.</i> 	<p>Cluster SNSA Team</p> <p>All teaching staff</p> <p>HT EY Team Numeracy Champ</p> <p>Numeracy Champ</p> <p>Nur Team Nur Team</p>	<p>Ongoing</p> <p>Term 2 2 x sessions 2.11.18 and 30.11.18</p> <p>Term 4 2 x sessions 26.04.19 and 24.05.19</p> <p>Jan 19 Nov 18 Feb 19</p> <p>Oct 18</p> <p>Ongoing</p> <p>Oct 18</p>	<p>SNSA analysis</p> <p>Reliable teacher assessment and data</p> <p>Increased confidence and teacher judgment</p> <p>Teacher baseline and follow up evaluation</p> <p>Sharepoint evidence</p> <p>Increased levels of pupil engagement in numeracy</p> <p>Staff evaluations / anticipated impact sheets / end of term evaluations</p> <p>Pupil dialogue Parent evaluations</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>❖ Our learners are more confident and resilient in their attitude to learning as a result of a shared understanding of wellbeing promoting confidence and resilience of pupils and their families.</p>	<p><input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information</p>	<p>1.2 2.2 2.3 2.6 3.1</p>	<ul style="list-style-type: none"> • Cluster in-service day session - Screening of Resilience movie with follow up panel discussion about ACEs and the impact on our learners. • Cluster Health & Wellbeing focus in-service day based on self-evaluation toolkit • Led by H&W champion • School staff trained in Mental Health First Aid • Building Resilience pack purchased - staff make use of assemblies, classroom materials, staff information and home activities. • Staff to attend Building Resilience training • WL Relationships policy shared with all staff. • Professional reading for staff: Paul Dix, 'When Adults Change, Everything Changes' Professional dialogue session around the themes of the book. <p>ACTIONS SPECIFIC TO NURSERY:</p> <ul style="list-style-type: none"> • <i>Strategy for 'Risky Play' developed</i> • <i>Further develop use of 'My Creative Journey' with staff, pupils and parents.</i> 	<p>Cluster HTs All staff</p> <p>All staff H&W champs</p> <p>HT HT</p> <p>All staff</p> <p>HT All staff</p> <p>Nur Team</p>	<p>Sept 18</p> <p>Sept 18</p> <p>Jan 19 Sept 18</p> <p>Oct 18 Aug 18</p> <p>Aug 18</p> <p>Nov18 Ongoing</p>	<p>Increased staff awareness on ACEs Feedback sheets</p> <p>Increase staff awareness of responsibility for all with regards to H&W</p> <p>Staff evaluations Pupil confidence questionnaires Change in pupil behaviour – data from behaviour form</p> <p>Pupil dialogue</p>

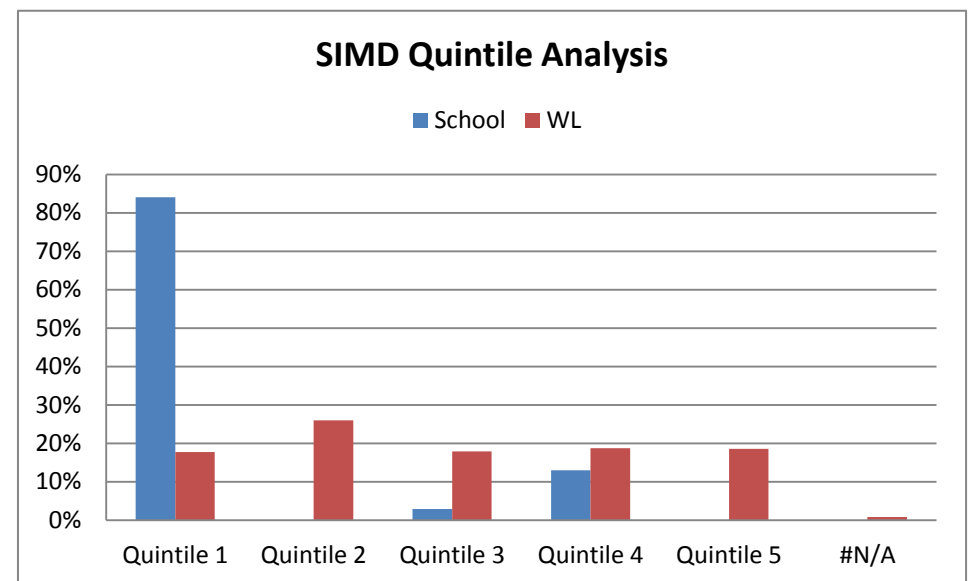
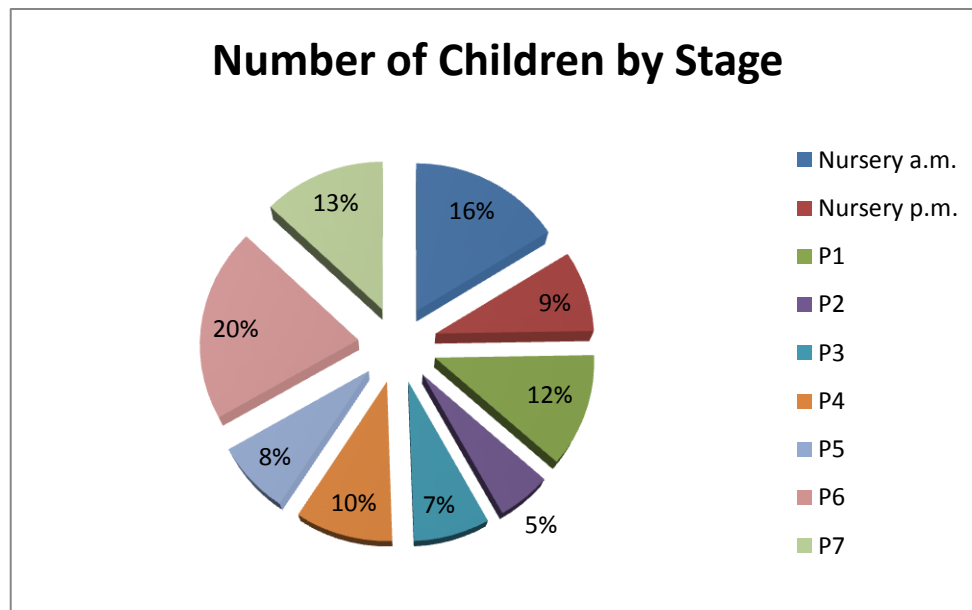
<p>❖ Learners benefit from enhanced, progressive physical education provision and school sport opportunities.</p>	<p><input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. Of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>	<p>1.2 2.2 2.3 3.1 3.2</p>	<ul style="list-style-type: none"> 1 x 2 hour CAT session – PE and Sport (Planning, progression pathways, outdoor learning through PE) 1 x staff meeting – Sport Scotland Award – ambition shared with staff Sport Scotland vision shared with pupils, parents and partners A wide range of after school clubs on offer to all pupils – yearly overview to be created. Sports Committee established Family sport sessions offered to promote enjoyment of fitness. P5-7 embark on the JASS Junior Award School Scheme to recognise wider achievement in PE, Sport and Outdoor Learning Pupils attend all West Lothian festivals and sporting opportunities. <p>ACTIONS SPECIFIC TO NURSERY:</p> <ul style="list-style-type: none"> Nursery pupils to complete a weekly mile. 'Do and Discover' sessions introduced in nursery to develop learners sense of balance, relaxation and to develop the ability to move with control, precision and clarity. 	<p>Overall responsibility: SAC PT</p>	<p>Sept 18 Aug 18 Sept 18 Ongoing Sept 18 Ongoing Sept 18 Ongoing Sept 18</p>	<p>Staff evaluations Sports Scotland evidence and award</p> <p>Pupil participation Fitness trackers</p> <p>No. of pupils gaining award</p> <p>Pupil attendance</p> <p>Pupil confidence observations Learners Journal evidence</p>
<p>❖ Learners develop their self-awareness, confidence and self-esteem through collaborative outdoor learning opportunities providing positive health benefits, both physically and mentally for all.</p>	<p><input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. Of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>		<ul style="list-style-type: none"> 4 x staff members trained to drive mini bus to provide opportunities for outdoor learning beyond the school and community. Outdoor learning champion identified. School action plan created. 1 x 2 hour CAT on effective outdoor education 3 x termly 1 hour sessions on linking block plans to effective outdoor learning opportunities Progressive plan created to deliver outdoor learning opportunities for all learners from Nursery to P7. Outdoor play strategy created. PSW trained in effective outdoor play. <p>ACTIONS SPECIFIC TO NURSERY:</p> <ul style="list-style-type: none"> Further develop 'My World Outdoors' programme of learning to: <ul style="list-style-type: none"> Enhance opportunities to support pupil's problem solving skills while nurturing their curiosity and creativity. Provide rich opportunities for children to develop their imagination, inventiveness and resourcefulness. Involve parents and carers in outdoor learning opportunities. Support parents in creative ways to use the outdoors to enhance learning – PEEP group 	<p>Identified staff SAC PT All staff All staff PT / SAC PT Nur Team</p>	<p>Dec 18 Nov 18 Ongoing Nov 18 Dec 18 Oct 18 Ongoing Apr 19</p>	<p>No. of experiences offered Staff evaluations Transfer of skills outdoors IDL planners OL progressive plan</p> <p>Reduces no of behaviour incidents on behaviour form</p> <p>Pupil dialogue Staff observations Pupil learner journals</p> <p>Parent confidence in learning outdoors questionnaire</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>❖ Programmes of work provide opportunities to prepare learners for life in the work of work and develop the profile of family learning.</p>	<p><input checked="" type="checkbox"/>School Improvement <input type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input type="checkbox"/>Assess. of Children's Progress <input type="checkbox"/>Performance Information</p>	<p>2.2 2.3 2.7 3.1 3.2 3.3</p>	<ul style="list-style-type: none"> Whole school careers week. 2nd level – I Can Do Anything – Careers conference involving businesses. Arrange a programme of visits for primary pupils to visit local employers. Build on pupil leadership through extending our 'World of Work' programme and committee membership. My World of Work ambassadors (senior pupils from Linlithgow Academy) to work with P6 pupils to promote the use of the website. Nursery & P1/2 to visit 'Little World of Play' to provide work based role play opportunities. 	<p>All staff P7 to lead HT / PT HT / PT L.Acad HT / PT</p>	<p>Mar 19 Mar 19 June 19 Ongoing June 19 June 19</p>	<p>Learner dialogue meetings Feedback sheets from pupils, teachers and local employers. Pupil aspiration questionnaire (Aug & Jun)</p> <p>Staff evaluations of LWofPlay What was the impact on pupils – has it increased aspiration?</p>

**Additionality: Pupil Equity Funding / Schools Programme Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis

a) Background

Bridgend Primary School has a total of 93 children. This includes 23 nursery children with 15 registered in the morning and 8 in the afternoon. There is provision for two 2 year olds, eleven 4 year olds and nine 5 year olds. A significant number of pupils at Bridgend Primary School experience a range of influences which have a negative impact on their emotional and academic progress and attainment. These primarily relate to poverty, family dysfunction and poor health and wellbeing. In relation to the Scottish Index of Multiple Deprivation, Bridgend Primary School is currently ranked 7 out of 67 West Lothian Council Primary Schools where 1 is the most deprived and 67 is the least deprived. Currently 84% of our children are Quintile 1, 4% are in Quintile 3 and 11% are Quintile 4. 36% of children receive Free Meal Entitlement (FME). 35% of pupils have staged intervention (2-4) and 2.9% are Looked After Accommodated Children (LAAC).



b) Data Analysis

Attainment

Numeracy

Assessments: SEAL, GL Assessment, teacher progress trackers

Most children in SIMD 1 and 2 are below their expected chronological age in numeracy but there has been positive improvements reflected in the added value. Figures show that there has been an increase of 17% in the number of SIMD 1 and 2 pupils achieving expected progress in maths. This has increased from 32% achieving time equivalent improvement between session 2015-16, 49% in session 2016-17 to 56% in session 2018-19. Continued and improved growth is expected over time.

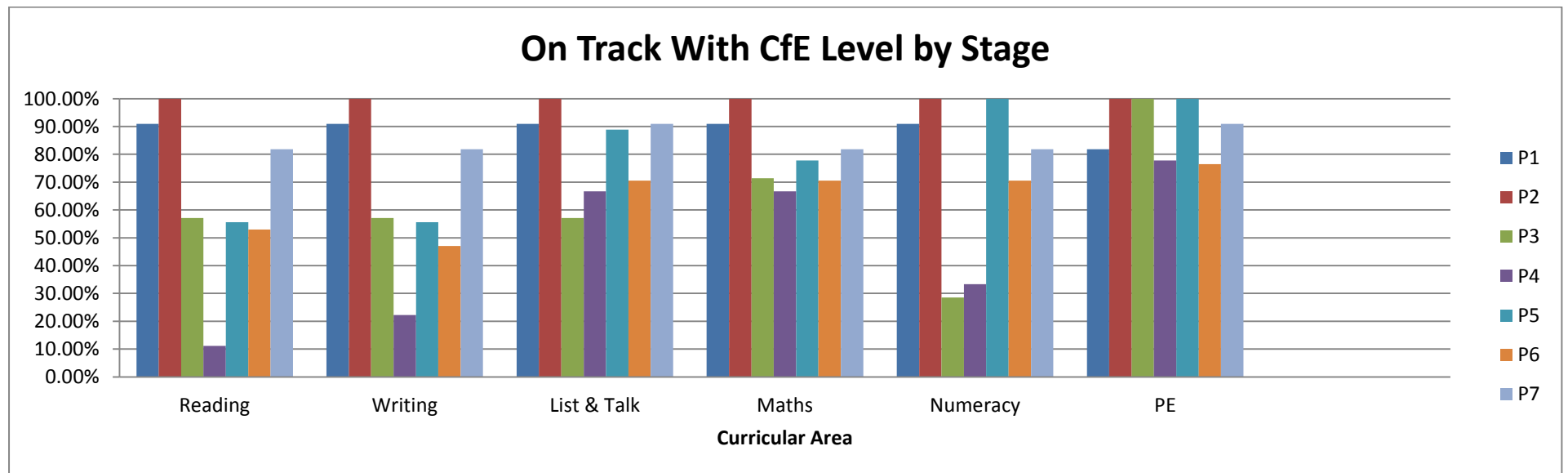
Pupil confidence questionnaires show that almost all children in SIMD 1 and 2 feel that they are improving and most feel confident within numeracy

Literacy

Assessments: GL Assessments in Reading (P1-7), SWST (P3-7), West Lothian POLAAR (P1-2), Language Link (P1-2), Renfrew Word Finding Vocabulary Assessment (Nursery – P3), Assessment of Comprehension and Expression “Naming” Assessment (P4-7)

There has been a slight improvement in the number of SIMD 1 and 2 children making time equivalent progress in reading, from 52% in June 2016 to 56% in May 2017 and 59% in June 2018. The children who have now equalled or exceeded their chronological expectation has increased by 22% in this same period.

Pupil confidence questionnaires show that almost all children feel that they are improving and most feel confident within literacy.

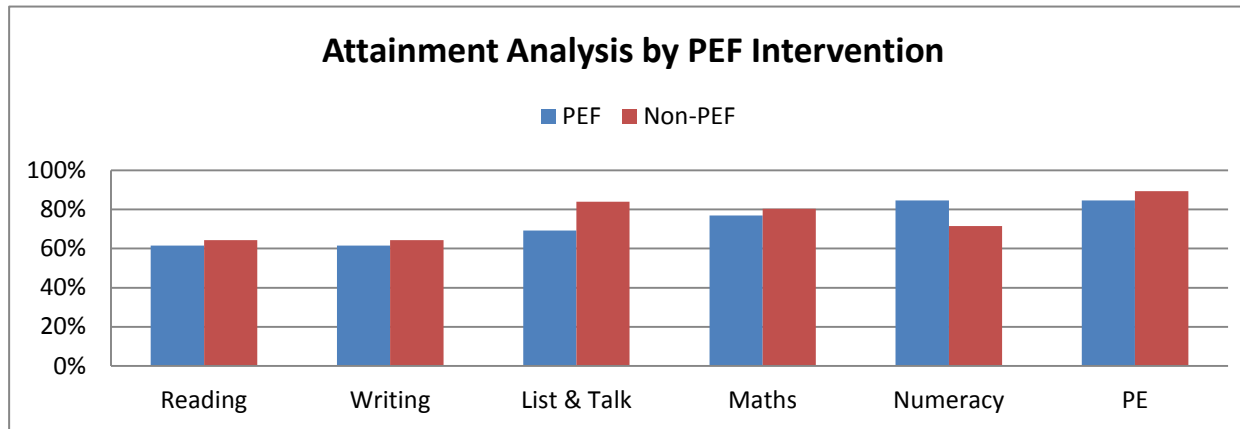


Achievement of CfE Levels at Significant Stages

It would be expected that the majority of children would achieve CfE Early Level by the end of P1, First Level by the end of P4 and Second Level on completion of P7. Many children in primary 1 started school with significant gaps in vocabulary and numeracy skills. This has been a focus for targeted support and, although still below expected levels, significant progress towards closing this gap has been made.

Primary 4 is where most concern has been highlighted for the second successive year. Targeted support is planned to continue to address this through session 2018/19.

The children in primary 7 are on track and performing in line with expectations. Over 80% are achieving expected levels in all curricular areas. However, this shows a slight reduction from session 2016/17. It has been identified that outdoor education has increased pupil engagement and participation so plans are in place to provide a programme of outdoor learning opportunities which focus on the planned literacy and numeracy outcomes in session 2018/19.



Health and Wellbeing

Assessments: Boxall Profiles, Energy for Learning Profiles (ELI), Wellbeing Web (SHANARRI), Leuven Scale, WL SAC Participation Scale

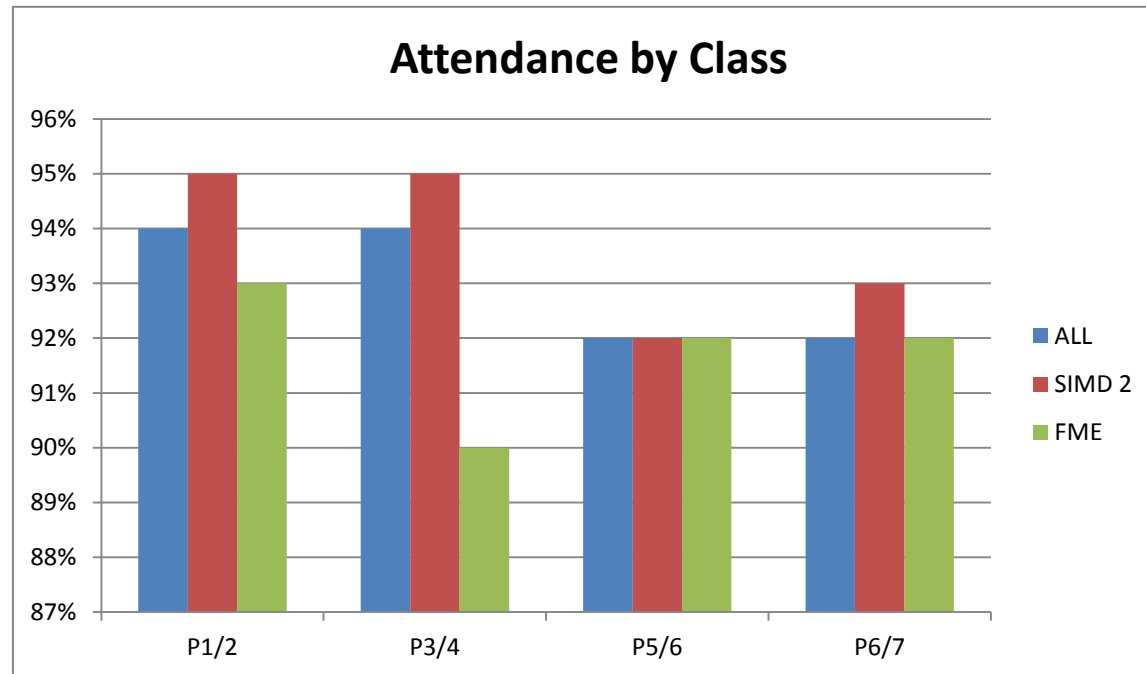
In September 2017, the Leuven Scale of Engagement presented a 64% increase in SIMD 1 and 2 children who actively engage in learning with only 1 less engaged from the previous year. Overall, 27% were fully engaged in learning. By June 2018, figures have risen again with 41% of children fully engaged in every lesson. 14% of pupils have improved by 2 or more points on the scale. The majority of children were graded at point 4 or higher, with teachers reporting that the children were engaged in activities without interruption, challenged but motivated and that pupil capabilities were being addressed in the activities.

Almost all children feel that they are healthier, more motivated and that their needs are being addressed in school.

Exclusion dropped from 18 days lost in 2015/16, to 8 days lost in 2016/17 but has risen in session 2017/18 to 17 days. 3 pupils account for this figure. 100% of these pupils are SIMD 2 and 33% receive FME.

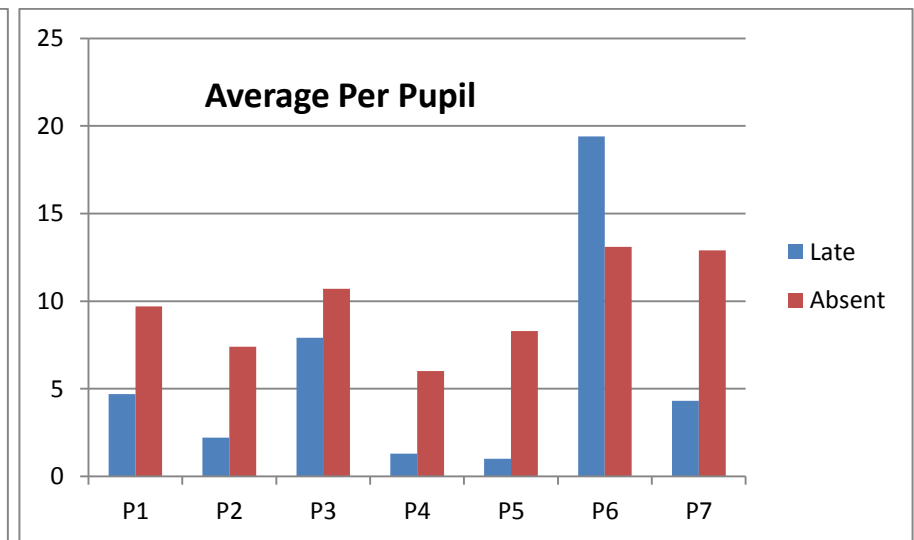
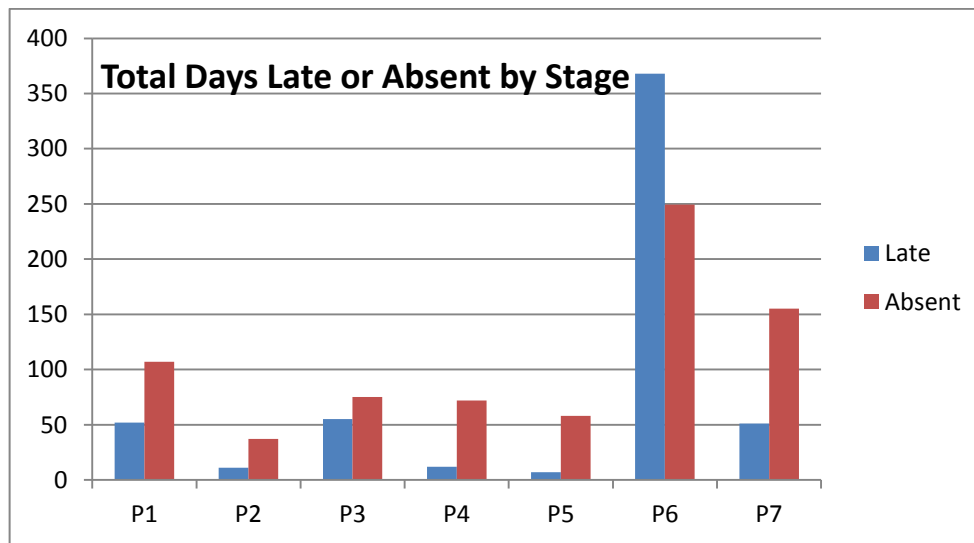
Attendance

Pupil attendance is very positive at 93% for the school. There has been a very slight drop from 95% in the previous session. The local authority target is 90%. The data for SIMD 2 pupils is very positive with 94% attendance overall. With most children living within a short walk from the school there is no issue with transport.



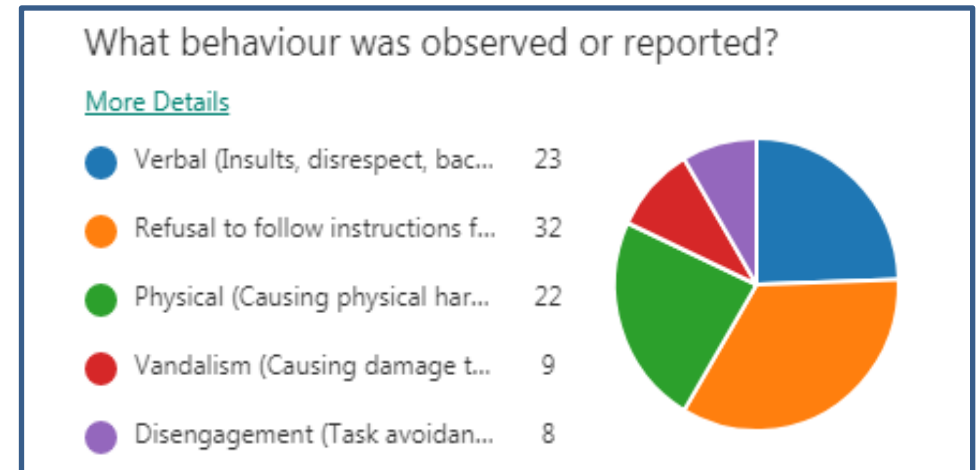
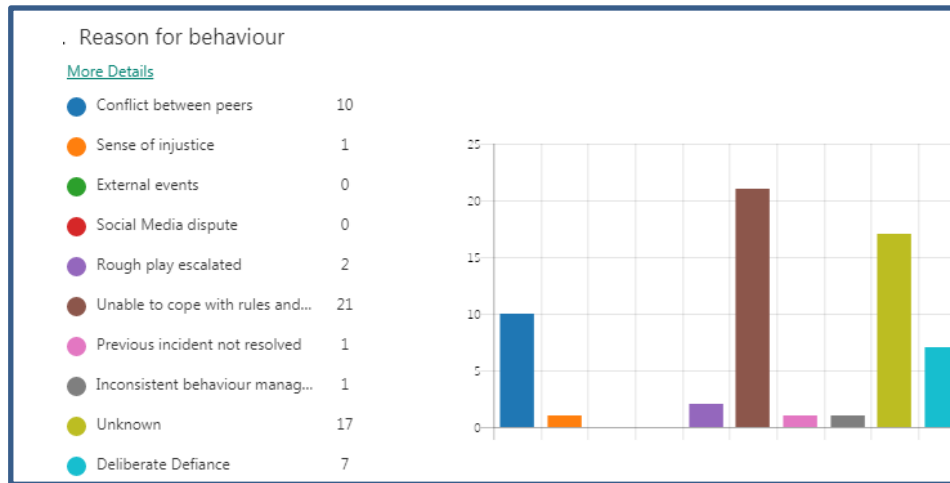
Timekeeping

The number of pupils arriving late to school in session 2017/18 totalled 63%. 21% of pupils were late on more than 10 occasions. 16% were late on more than 20 occasions. 7% arrived late to school on more than 40 days. A significant focus is required to address this next session.



Behaviour Support

Careful monitoring of behaviour patterns has highlighted that the most substantial cause of disruptions stems from pupils' inability to cope with rules and boundaries. This is limited to a small number of children with consistent difficulties managing their response to certain situations and results most commonly in verbal confrontations or a refusal to comply with instructions. Issues with inappropriate behaviour have shown to have a negative impact on attainment, with the children causing concern being significantly below expected levels of achievement and progress.



Quality of Learning Experiences

Rigorous self-evaluation evidence judges the standard of learning and teaching to be good. This has been a significant area of focus and development recently and there have been major improvements in the quality of planning and teaching. It would benefit the pupils further if high quality learning and teaching approaches were more consistently applied across the whole school (Effect on Teaching on Students: Sutton Trust 2011)

The Education Endowment Fund (EEF) Toolkit shows that positive impact on closing the equity gap can be obtained by, and in the significant order of:

- Quality Feedback
- Meta-cognition and self-regulation
- Collaborative learning
- Behaviour interventions
- Social and emotional learning
- Digital technology
- Home learning
- Parental involvement

We hope to address each of these through planned interventions.

c) What is our Gap, target group and barriers to learning?

Attainment:

Assessment statistics over time provides data identifying 86% of our children are below their expected chronological age in mental arithmetic, 84% below in general maths and 70% are below their expected reading age. Most interventions planned for the session 2018-19 will therefore be universally targeted.

An Excellence and Equity teacher has been appointed to target the children performing significantly below their peers or who have specific needs which require additional specialist input beyond typical SfL provision.

There are some children who are performing above national averages in these curricular areas and will be challenged to maintain this progress.

Achievement:

Session 2017-18 has been a year for steady gains in attainment with 47% of pupils making progress in line with the national expectations over a 12 month period of assessment. Consistent value added gains were made by almost all pupils and this progress will be expected to further improve with planned interventions.

Barriers to learning:

A child's availability to learn depends largely on their motivation. Personal desires to achieve results and improve knowledge, regardless of the material being studied, is one of the most important factors in their ability to learn. We have spent a considerable amount of time working with teaching staff on planning and delivering lessons which inspire, motivate and enthuse the learners in every class.

At Bridgend Primary School, pupils' emotional wellbeing majorly impacts their ability to do well at school. It has been noted that some children lack confidence and are afraid to take educated guesses – possibly due to emotional issues that are affecting their learning. There are potentially a number of emotional factors at play in some pupils' learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states. Throughout sessions 2016-18 we have worked on developing growth mindsets and this will continue to be a priority next session.

A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other children, talking through problems and finding solutions. Discussing lessons with other children helps pupils realise their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates. Pupils who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others. Self and peer assessment will play a major part in the school's improvement with an AifL focus in session 2018-19.

Parental involvement in education is positively associated with student achievement (PsycINFO Database Record, 2017). We have increased the capacity for parental engagement through:

- close partnership with the community Adult Learning Worker
- the facilitation of support for targeted parents within the Literacy Specialist teacher remit
- family cooking and craft projects
- adult learning events
- adult support marketplace

It is intended to continue to actively engage with our parents in this way and extend opportunities through wider experiences in the 2018/19 session.

PART 2: Plan

PEF / Schools Programme Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> ● <i>new and existing performance data and other quantitative and qualitative information that will be required</i> ● <i>plans for how data will be collected and reported)</i>
Literacy	<ul style="list-style-type: none"> • Literacy E&E teacher to: - Provide targeted intervention with specific P1-7 FME and SIMD 1 & 2 pupils. - Support a family learning programme for targeted FME and SIMD 1 & 2 families by providing class cover to allow Early Level teacher to work with Community Learning Worker and parents. - Release class teachers to enable effective 1:1 pupil feedback sessions – next steps in literacy. - Provision of a Reading Recovery programme to support targeted pupils in P5-7. 	<ul style="list-style-type: none"> - increase in word finding/vocabulary ages demonstrating continued added value - growth in attainment to be a minimum of time equivalent - greater teacher understanding of the pedagogy and methodology of synthetic and analytical approaches to teaching phonics - targeted children to exceed general anticipated progress - increased parental understanding of learning and teaching methodology, practice and resources - increased pupil confidence in reading - more fluent reading - increased comprehension 	<p>SNSA data WL POLAAR assessment Language Link SWST (P2-7) Literacy benchmarks (reviewed termly) Renfrew Scale assessment – vocab (N-P3) ACE test – vocab (P4-7) NGRT</p> <p>Pupil, staff and parents questionnaires</p> <p>Staff training evaluations</p>
Numeracy	<ul style="list-style-type: none"> • Numeracy E&E teacher to: - Provide additional numeracy support for SIMD 1 & 2 and FME children - Release class teachers to enable effective 1:1 pupil feedback sessions – next steps in numeracy. - Support numeracy family learning opportunities - Provide Maths Recovery sessions - support and encourage teacher engagement in the Maths Recovery reflection process - Help devise and deliver appropriate next steps for universal and targeted progression 	<ul style="list-style-type: none"> - pupil progress should demonstrate continued added value - growth in attainment is expected to be a minimum of time equivalent progress - targeted children should exceed generally anticipated attainment based on previous levels of time increment improvement (monthly/termly/annual/etc.) - increased parental understanding of learning and teaching methodology, practice and resources - increased pupil knowledge, ability and self-confidence in numeracy and mathematics. 	<p>SNSA data SEAL Assessments Teejay Diagnostics End of block assessments GL Assessment results</p> <p>Pupil, staff and parents questionnaires</p> <p>ongoing assessment through careful observation, gauging students' current knowledge and strategies</p>

<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> • WithKids Mental health councillor present in school 2 days a week to work with targeted pupils and their families. • SACRO – Refresh to: <ul style="list-style-type: none"> - Engage with targeted young people and their families in school and in the home environment - Work with targeted individuals and their families to create an action plan which encourages positive and ambitious destinations - Provide community sessions on social themes which promote positive behaviours within Bridgend • After school clubs provided for children to offer a wide range of extra-curricular experiences. • Wider experiences (cultural, sporting, performance etc.) offered to learners to build ambition and provide equity for all. 	<ul style="list-style-type: none"> - Improved focus and engagement in learning - Development and retention of friendships and improved social skills - Reduction in disruptive or inappropriate behaviour - Enrichment of learning activities - Raised aspirations, ambitions and future positive destinations - Enhanced pupil confidence and self-esteem - Increased academic achievement through improved behaviour and focus during planned learning opportunities - Improved parental involvement - Improved behaviour - Increased focus on learning - Greater and sustained engagement - Family engagement - Increased self-confidence and motivation - Raised ambition - Planned positive destinations - Reduced risk of offending or anti-social behaviour within the community - - boost children's self-esteem and self-confidence to increase motivation and achievement - provide children with the chance to succeed in an area beyond the school curriculum - success should lead to the confidence to overcome barriers in the subjects children find difficult - continued engagement, security and action beyond the school day to keep children healthy, safe and happy and increasing feelings of wellbeing - Increase literacy and vocabulary - encourage communication, imagination and curiosity - lengthen children's attention span - encourage communication and learning empathy 	<p>Strengths and Difficulties Questionnaire (SDQ) and Impact Supplement Clinical Outcomes in Routine Evaluation (YP-CORE) Clinical Outcomes in Routine Evaluation Outcome Measure (CORE-OM) Presenting Concerns Assessment Pupil confidence and attitudes questionnaires Attendance and punctuality records ELI profiles Leuven scale of engagement trackers Staff and parents questionnaires</p> <p>Leuven Scale of Engagement Boxall Profiling Bridgend Participation Scale ELI profiles GIRFEC Wellbeing wheels</p> <p>Pupil questionnaires Attainment meetings Attendance registers for after school provision Parent evaluations</p> <p>Pupil questionnaires Attainment meetings Parent evaluations</p>
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<p>Across Learning</p>	<ul style="list-style-type: none"> • 0.5 Principal Teacher (SAC) in place to co-ordinate SAC / PEF initiatives, monitor and track progress and evaluate impact, ensuring; <ul style="list-style-type: none"> - Robust planning - Collegiate partnerships with a variety of agencies and community representatives - Enhanced staff knowledge and skills - Rigorous data collection, analysis and feedback to inform next steps - Coordinated family learning programmes 	<ul style="list-style-type: none"> - projects move forward as planned - best practice is shared internally and within wider authority - monthly, mid-year and year end reports are completed and delivered to Attainment Advisor on time. - Improvement feedback from attainment advisor is acted upon - focused and relevant CLPL sessions are arranged - staff evaluations of CLPL are collated and analysed - minutes from excellence and equity meetings are completed and shared - partners meetings are organised and completed minutes are shared - coordinated family learning opportunities with Adult Learning worker - 	<p>Increased attainment for targeted pupils in Literacy and Numeracy BOXALL profiles (Nurture) Feedback from parents re. Family learning sessions. Quality assurance of learning and teaching All plans implemented on time Completed meeting minutes CLPL evaluations</p>
<p>Central PEF Posts</p>	<p>Central PEF Posts:</p> <p>Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools</p> <p>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</p>	<p>This team will support schools in the ways outlined in the PEF Action Plan.</p>	<p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed at closing the gap.</p> <p>A decision will be made in March 2019 if these posts should be extended beyond this date.</p> <p>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</p>