| **Rationale** | **Outcomes** | **Measures** | **Link to SLC Priorities** | | | | | **Link to SLC Workstreams** | | | | | **End of Year Impact** |
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| **What is the thinking behind/reason for a particular intervention?**   * Self- evaluation; * data * evidence * information * baselines * consultation | **A change which happens as the result of a programme or activity.**  Who will change?  What will change?  How it will change? | **What measures will you use to monitor/demonstrate progress?** | **Improve Health and Wellbeing to enable children and families to flourish.** | **Support children and young people to develop their skills for learning, life and work.** | **Ensure inclusion, equity and equality are at the heart of what we do.** | **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.** | **Empower learners to shape and influence actions on sustainability and climate change.** | Pedagogy | Learner Engagement | Strengthening Relationships | Curriculum | Learner Pathways | **To be completed at End of Year**  **(May/June 2023)** |
| **Priority 1:** Raising attainment in literacy and numeracy through approaches to teaching and assessment and moderation  After whole school CPD training sessions, Talk for Writing was introduced as the main tool for teaching fiction and nonfiction writing at all stages in session 2021/22. This is now a focus for review and evaluation of the progress of this approach in terms of delivering high quality teaching and learning in writing, assessment of writing, pupil attainment and moderation.  A review in the approaches to the teaching of numeracy is required to address the inconsistency of attainment in this area to ensure consistency of pace and challenge as well as building on skills in numeracy and mathematics across the stages. Appropriate intervention supports need to be put in place to raise attainment.  **Interventions: A programme of review for TFW including an audit of all stakeholders, moderation of teaching, learning and assessment including peer, trio visits with subsequent professional dialogue.**  **Teacher CLPL – One staff member to attend Recovery Maths Training and for this to be rolled out to all teaching staff.**  **Programme of Literacy & Numeracy Catch up and 5 Min box and IDL to be delivered to targeted pupils.**  **Continue to sustain and embed improvements in reading by developing a reading culture across the school and ensure that appropriate interventions are in place.**  **Talking & Listening Policy to be created for all stages.**  **School to continue to develop and sustain initiatives for Reading School Accreditation.** | An audit of all stakeholders will identify areas of review in our TFW approaches. All teaching staff will participate in moderation activities and subsequently review their approach to TFW and their assessment of writing.  All teaching staff will have participated in CLPL in Maths Recovery and confidently using this as part of daily classroom pedagogy, measured using learning walks and professional dialogue.  By Sept 2022 a programme of interventions will be established and delivered to targeted pupils, 25 learners. By 30th April 2023, 60% of target intervention group (15 out of 25 pupils) will be working within the expected level for their stage. | Professional dialogue sessions  Learner conversations  SNSA for P1, P4 and P7 pupils in May 2023.  Learning Walks  Moderation Activities  Ongoing assessments   Teacher professional judgement  Attainment Data |  |  |  |  |  |  |  |  |  |  |  |
| **Priority 2: Developing a Whole School Nurturing Approach**  The school currently has high numbers (21%) of pupils receiving some degree of emotional, social and communication support within the school day. Staff have reported a high level of stress and demand on them to provide this level of support.  Consistency of approaches and a commonality of language is required to reduce behavioural incidents and support our learners and staff. These approaches should be shared and used with all stakeholders.  **Interventions:**  **Staff CLPL in Pivotal Behaviour Approach Nurture Audit to include all stakeholders.**  **Continue to embed SLC Attachment Strategy.**  **Nurture Groups set up**  **HWB Ambassadors to led and support a whole school coordinated approach.**  **Develop a Nurture Policy for consistency of approach across the school.** | Staff will have increased self-efficacy in supporting pupils with social, behaviour & communication difficulties.  21% of our learners will attend nurture groups and have an increased confidence in social situations because of this.  All staff will participate in CLPL to further embed our Pivotal Behaviour Approach and SLC Attachment Strategy to ensure a consistency of approach in providing a nurturing ethos throughout the school.  Nurture policy to reflect our whole school approach | Target group Boxall Profiles completed termly  Results from Nurture Audit  Pupil and staff questionnaires  Parental Survey  Parent questionnaires in April 2023 |  |  |  |  |  |  |  |  |  |  |  |
| **Priority 3: Building an inclusive environment to raise attainment and achievement for all**  Analysis of 2020/21 attainment indicates a 25% gap in attainment across Lit, Num & HWB. Staff feel they should be more involved in ‘closing the gap’ with pupils in their class. Vast opportunities for Inclusion with West Mains school and opportunities for staff to work together and learn from each other. Currently there are inconsistencies in staged intervention and PPRUDB approaches.  **Interventions:**  **Staff CLPL in PPRUDB & Staged Intervention**  **Class profiles to be created**  **Programme for Inclusion with West Mains School  Procurement of resources to ensure Equity for all – Pupil Learning packs issued where necessary**  **Participatory Budgeting group set up  Parent workshops to focus on support of learning and HWB**  **Revise and review schools COSD position statement**  **Continue to build on Schools Attendance Initiative** | 20% of learners on FME to be working at the expected level for their stage by April 2023.  Teaching staff to be involved in analysing data to inform planning and targeted support for our learners. Class profiles will be used for this.  All staff to participate in CLPL in PPRUDB and feel more confident in delivering this approach throughout the school.  All teaching staff to confidently be using a Staged Intervention approach to track and monitor support for learning for pupils in their class.  By May 2023, 80% of parents will have attended workshops with a focus on supporting our learners.  Revised COSD position statement | Attainment Data  Tracking and Monitoring dialogue  Staff Surveys in Sept 2020 and April 2023  PPRUDB tracking records  Staged Intervention paperwork  Class Profiles |  |  |  |  |  |  |  |  |  |  |  |