



Culloden Academy

SCHOOL IMPROVEMENT PLAN

SESSION 2022.23

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Introduction

Between January and March 2022 the staff of Culloden Academy developed a comprehensive Raising Attainment Strategy. Recognising the ambition within the strategy paper, we designed and agreed a 3-year Improvement Plan and prioritised the time and resource spend on each of the 6 areas over the next three years. The strategy and the prioritisation are attached in Section 5 and Section 6 of this document. With all due apologies that it does not follow the formatting of the first four sections of this document it is true to its design principle of being simple, accessible and usable for staff. I am happy to discuss any aspect of this with interested parties.

Dr J Vance

Rector

Improvement Project 1: Pedagogy

Purpose: Where there is high quality differentiated teaching, learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Pupils are motivated by this and take ownership of their own learning and thinking. This in turn nurtures ambition and helps develop skills which underpin the long term consolidation of learning. Staff commitment to professional reading and learning is essential to achieving this.

Priorities

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

School and ELC improvement

HGIOS/HGIOELC Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):

Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
<ul style="list-style-type: none"> Working Time Agreement and In-service time Professional Reading Library Podcasts External speaker (possibly) 	<ul style="list-style-type: none"> Staff engagement with the GTCS Standards and key messages from HGIOS 4 continues to be supported. Teaching Sprints become embedded in the culture of the school to facilitate meaningful dialogue. Differentiation will remain an improvement priority for all departments next session. Staff explore new pedagogical approaches and have the time and confidence to trial them 	<ul style="list-style-type: none"> Baseline staff confidence survey Baseline HGIOURS survey on Theme 2- learning and teaching Staff feedback from each session. End of session confidence survey End of session HGIOURS survey Departmental plan evaluation 	<ul style="list-style-type: none"> Survey results show high engagement in reflective practice. Professional reading library being used extensively. 	<ul style="list-style-type: none"> Staff confidence survey shows improved confidence in our pedagogical levels Pupil HGIOURS survey shows improved levels of confidence in their learning experience 	<ul style="list-style-type: none"> A staff body who regularly discuss and review pedagogy and share interesting practice A pupil body who have absolute faith that their learning experience is allowing them to attain and achieve at high levels.

CONTEXT/CONDITIONS OF YOUR WORK

In the last two years we have had to stop many pedagogical approaches because of masks, seating plans and the need for social distancing. We will take this opportunity to reset our practices to the most ambitious approaches to teaching and learning that we can- supported by high quality materials and plenty of time for staff to engage, reflect and learn.

In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Desired End Product (RAG through session)
Short Life group meet to design support and structure	Volunteers	May 22	Time. Funding for reading materials and external speaker if required	

Evaluation: HGIOS 4 QI 2.3 Challenge questions

Evidence:

1. How well do we motivate and engage all learners in all aspects of school life?
2. How well are we enabling learners to become independent learners and develop the four capacities?
3. How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
4. How well do we communicate the purpose of learning and give effective explanations for all learners?
5. How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
6. How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
7. How effectively do we involve learners and parents in planning and evaluating learning?

Improvement Project 2: Ethos

Purpose: When the ethos and culture of a school reflects a commitment to children's rights and positive relationships, pupils feel valued and show increased commitment to their learning. An inclusive and nurturing environment supports the social and emotional development of all young people and helps identify and address barriers to learning. A commitment to both excellence and equity supports ambitious learners.

Priorities

NIF Priority:

Placing the human rights and needs of every child and young person at the centre

NIF Driver:

School and ELC improvement

HGIOS/HGIOELC Quality Indicator:

3.1 Ensuring wellbeing, equality and inclusion

HGIOURS Theme:

Our relationships

Highland Council Priority:

We will maximise health and wellbeing for all children and young people to give them the best possible start in life

GME Priority (for GME and Secondary):

Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
<ul style="list-style-type: none"> Working Time Agreement and In-service time Rights Respecting School Silver level guidance SEEMIS House Points system Website and social media accounts 	<ul style="list-style-type: none"> Continue to develop the Promoting Positive Relationships initiative to ensure consistency and equity across the school. Continue to develop as a Rights Respecting School. Strengthen our culture to become a nationally recognised 'nurturing school' Use the new House system to develop pupil engagement and to celebrate success 	<ul style="list-style-type: none"> Review of first year gives baseline data SLWG will identify success criteria Completion of Silver Level Rights Respecting School Pupil feedback on HGIOURS Theme 1-relationships 	<ul style="list-style-type: none"> Improved behaviour, evidenced by reduction in Stage 2 and Stage 3 referrals compared with session 21-22. 	<ul style="list-style-type: none"> Staff feel confident about using restorative language and nurturing approaches. Stage 2 and 3 referrals are down significantly in previous session Rights based ethos and conversations inform the culture of the school Through MVP we promote a culture of diversity and respect and can demonstrate that pupils feel safe and valued. 	<ul style="list-style-type: none"> Achievement of Gold Award as a Rights Respecting School Recognised as a nurturing school Pupils learn in a culture which is based around relationships and inclusion, leading to high attendance, achievement and attainment.

CONTEXT/CONDITIONS OF YOUR WORK

We made significant progress in session 21-22 with our Promoting Positive Relationships and Rights Respecting Schools work but there is still a long way to go. All of this needs to be seen against the backdrop of what impact the last two years have had on mental health and wellbeing and on the idea of community. Understanding how the environment has changed is essential to ensuring the appropriateness of our own culture and ethos. Pupils were recently surveyed and staff have also fed back on the Promoting Positive Relationships policy. This information gives us a strong base on which to plan and deliver next steps in the development of our whole school ethos.

In-Depth Action Plan 2

Implementation Process (Actions – detail of how you aim to achieve the desired impact)	By whom (Use positions or group titles.)	Time scale and Progress (Be specific – do not use ongoing. Can traffic light to indicate status)	Resources (Any costs inserted here should be major spend relating to equipment or training)	Monitoring (This should state how and by whom and may related to particular desired outcomes or individual actions)
MVP				
RRS				
PPR				
House Points				
Celebration of success				

Evaluation: HGIOS 4 QI 3.1 Challenge questions

Evidence:

1. How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
2. How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
3. How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
4. How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
5. How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
6. How well do we communicate with parents, partners and learning across these key themes?
7. How well do we know the steps we have taken have improved outcomes for children?
8. Have we successfully established an inclusive learning environment? How do we know?
9. To what extent does our school celebrate diversity?
10. How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?
11. How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?

(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)

Improvement Project 3: Curriculum and Assessment

Purpose: Relevant, engaging and appropriate courses motivate young learners. Access to courses at the right level allows for progression in learning and we are better served than we have ever been with the tracking data that we hold to identify which levels or courses are required. Well planned assessment approaches, utilised in a timely fashion, allow pupils and staff to agree next steps in learning and will support achievement and attainment.

Priorities

NIF Priority:

Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver:

Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:

2.2 Curriculum

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

GME Priority (for GME and Secondary):

Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
<ul style="list-style-type: none"> Time Research findings Pilot ASG Attainment DHT Engagement with other schools 	<ul style="list-style-type: none"> Departments revisit their curriculum- is the BGE experience making our young people N5 ready? Engage with national debate about the OECD-led review of the curriculum. An audit of skills development through the curriculum needs to be carried out Departments review their senior phase curriculum to ensure progression routes for all learners. Departments must be able to promise a learner that if entered in a recommended course they will experience success at some level by end of session. 	<ul style="list-style-type: none"> Departmental minutes EMT minutes Skills audit results published Insight data- particularly attainment for all. HGIOURS pupil survey- Theme 2- learning and teaching 	<ul style="list-style-type: none"> Accreditation for achievements- including in S3 -is in place. Skills audit completed SDS Profiling tool being actively supported in all departments. Departments have plans in place for pupils struggling to achieve some success 	<ul style="list-style-type: none"> Session 23-24's Choice of Course options include new options for learners. Work with Attainment DHT leads to more robust pace and challenge in BGE courses. Skills profiling being delivered in all departments Increased attainment through some recognition for all learners who start courses as recommended. 	<ul style="list-style-type: none"> Am ambitious and diverse curricular offer which meets the aspirations of all learners. Labour market intelligence a clear part of the curricular design. High attainment driven by an appropriate BGE experience for all learners. Skills development understood by all learners and actively supported by all staff.

CONTEXT/CONDITIONS OF YOUR WORK

As a staff we have been reviewing and amending our curriculum for several years now, since the launch of the refreshed narrative by Education Scotland. The OECD report on senior phase curriculum further challenges us to look again at what we do to support learning. Using Labour Market intelligence and the extra capacity that an improvement in our staffing formula will bring, we can continue to evolve our curricular offer and put relevant and interesting course options to our learners.

In-Depth Action Plan 3

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring (This should state how and by whom and may related to particular desired outcomes or individual actions)
ASG Attainment DHT works with PTs to define and evaluate the extent to which the BGE curriculum makes learners N5 ready. Any revisions agreed by Easter 23	J Ross and PTs	Starts September 22		
Staff are kept informed about developments in the OECD led review and encouraged to contribute to national or regional debate	JV	As appropriate		
Awareness raising session with staff on SDS profiling and skills development-including departmental resources.	J Watt and SDS	August		
EMT meeting to agree next steps	JV	September		
Departmental audit of skills development across BGE courses	JU	December		
Departmental return on areas for development	JU	December		
EMT collaboration to look at progression and certification issues	JV	November		
Evaluation: HGIOS 4 QIs 2.2 and 3.2 challenge questions			Evidence:	
<ol style="list-style-type: none"> Does the curriculum experienced by our learners reflect our rationale? How do we know? To what extent do we make effective use of available support materials and information to inform the development of our curriculum? To what extent does our curriculum promote equity and raise attainment for all children and young people? Is the level of personalisation and choice improving outcomes for children? Do we have a shared understanding of what progression looks like? How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time? How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning? How well do we utilise accreditation where appropriate, to recognise and celebrate achievement? 			(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)	

Improvement Project 4: Performance Information

Purpose: Analysis of our ASG's data allows us to understand our learners and plan appropriate learning opportunities. Analysis of performance data generated in school facilitates understanding about the effectiveness of the curriculum, teaching and assessment approaches within a department. Without it staff will not identify high impact areas to amend or consolidate. The same data will show the extent to which we are promoting equity by highlighting the experience of young people who experience disadvantage.

Priorities

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Performance Information

HGIOS/HGIOELC Quality Indicator:

1.1 Self-evaluation for self-improvement

HGIOURS Theme:

Our successes and achievements

Highland Council Priority:

We will develop leadership skills at all levels of the system for now and the future

GME Priority (for GME and Secondary):

Choose an item.

Resources	Summary of activities	Evidence	Mid-session desired impact	End of session desired impact	Where do we want to be in 3 years?
<ul style="list-style-type: none"> Time. School Tracking spreadsheets Insight database 	<ul style="list-style-type: none"> Gather staff views about the effectiveness of the data made available this session and refine as required. Ensure all staff are aware of and invested in the performance of pupils whose learning is affected by the poverty related attainment gap. Departmental QA reporting and the whole school Standards and Quality Report will all include a range of qualitative and quantitative data. Use attainment data to review the effectiveness of our BGE curriculum and Senior Phase configuration. 	<ul style="list-style-type: none"> Communication about the tracking system Departmental minutes QA reporting Standards and Quality report Staff survey 	<ul style="list-style-type: none"> Tracking information is being used at departmental and whole school level to identify necessary interventions. PEF interventions are understood and supported by departments. Staff engage confidently with Insight and tracking data 	<ul style="list-style-type: none"> Further development from previous column. Attainment data used in review of BGE curriculum. 	<ul style="list-style-type: none"> Robust and accessible tracking system being used by all staff to support high attainment for all. Staff engage confidently with data to refine course content and support learning

CONTEXT/CONDITIONS OF YOUR WORK

We have been developing our tracking system extensively over session 21-22. Staff are being consulted about the effectiveness of it and how it could be further developed. At the same time, we will seek to identify training or support that staff would like to engage confidently with the available qualitative and quantitative data.

In-Depth Action Plan 4

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
IW's tracking review group meet to review the effectiveness of and development priorities for our school tracking system	IW	May 2022	Time	
These discussions lead to a calendar of tracking updates and agreed staff actions	IW and group	May 2022	Time	
FSM pupils highlighted to staff and a monthly review is shared with all	JV	Each month	Time	
Training will be provided to support departmental Insight analysis in September	JV/IW	September	Time	
Insight analysis reports to demonstrate a willingness to engage with detailed data	JV/IW/PTs	October		
Insight analysis leads to discussion about the viability of certain courses and the need for curricular change in BGE or Senior Phase	PT and link DHT	December	HT/PT meetings	
Staff survey on quality of available data and capacity to use it.	JV	May 2023	Google Form	
Evaluation: HGIOS 4 QIs 1.1 and 3.2 challenge questions			Evidence:	
<ol style="list-style-type: none"> 1. How well do all staff understand their responsibility in improvement through self-evaluation? 2. How well do we use digital solutions to support the interrogation of data? 3. How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? 4. How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? 5. How well do we track and recognise achievements? 				

Section 5- Strategic Three Year Improvement Plan					Session 22/23- 24/25
Curriculum and Assessment	Pedagogy	Ethos	Parents and Partnerships	Teacher Professionalism	Performance Information
Supported by:					
<u>National:</u> QI 1.1 and 2.2 Education Scotland resources NIF 2022 OECD OECD Senior Phase	<u>National:</u> QI 1.2 and 2.3 ES Digital Learning ES Professional Learning GTCS Standards NIF 2022	<u>National:</u> QI 3.1, 3.2 and 3.3	<u>National:</u> QI 2.5 and 2.7	<u>National:</u> QI 1.1, 1.2, 1.3, 1.4 and 3.2 GTCS Standards NIF 2022	<u>National:</u> QI 1.1 and 3.2 National dashboards Insight
<u>LA/School:</u> Curriculum review Working Group	<u>LA/School:</u> Learning and Teaching Policy Learning and Teaching Policy- pupil version Differentiation Working Group Teaching Sprints	<u>LA/School:</u> PPR policy RRS initiative Pupil Learner Journey working group Plus One initiative (Technical Dept)	<u>LA/School:</u>	<u>LA/School:</u> PEF initiative Monitoring of vulnerable pupil data Annual Review system Leadership Development opportunities QA reports and meetings	<u>LA/School:</u> School/ASG level data Tracking and Monitoring spreadsheets. SEEMIS T & M data School exam results review process

Curriculum and Assessment

Key Statements

- High quality courses and programmes, including cross-cutting themes (BGE)
- High quality curricular provision in the Senior Phase.
- Effective use of a range of assessment to inform next steps in learning

How does this help raise attainment?

"The OECD, reporting in June 2021, found wide support for CfE and stated that Scotland's curriculum "continues to be a bold and widely supported initiative, and its design offers the flexibility needed to improve student learning further." The OECD also identified areas for review and improvement, and said that Scotland should adopt a structured and long-term approach to implementation. Implementing the OECD's recommendations will allow us to build on our current approach and ensure that our curriculum continues to inspire learners now and in the future." (2022 NIF, Pg 17)

Relevant, engaging and appropriate courses motivate young learners. Access to courses at the right level allows for progression in learning and we are better served than we have ever been with the tracking data that we hold to identify which levels or courses are required. Well planned assessment approaches, utilised in a timely fashion, allow pupils and staff to agree next steps in learning and will support achievement and attainment.

Next steps

- Efforts to increase staffing are important in order to support the introduction of new courses.
- Continue to encourage departments to revisit their curriculum- is the BGE experience making our young people N5 ready?
- Engage with national debate about the OECD led review of the curriculum.
- An audit of skills development through the curriculum needs to be carried out this calendar year
- Departments should be reviewing their curriculum to ensure progression routes for all learners.
- Departments must be able to support our promise to young people that any pupil entered in a course will experience success at some level by end of session.

Pedagogy

Key Statements

- High quality teaching to support learning
- Ownership of learning by the child/young person

How does this help raise attainment?

“The quality of teaching is a key factor in improving children and young people’s learning and the outcomes they achieve. Access to high quality early learning and childcare can make a huge difference to children’s lives, particularly when they are growing up in more disadvantaged circumstances.” (2022 NIF, Pg 29)

Where there is high quality differentiated teaching, learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Pupils are motivated by this and take ownership of their own learning and thinking. This in turn nurtures ambition and helps develop skills which underpin the long term consolidation of learning. Staff commitment to professional reading and learning is essential to achieving this.

Next steps

- Staff engagement with the GTCS Standards and key messages from HGIOS 4 continues to be supported.
- Teaching Sprints become embedded in the culture of the school to facilitate meaningful dialogue.
- Differentiation will remain an improvement priority for all departments next session.

Ethos

Key Statements

- A deeper understanding of the challenges and barriers for children and young people
- Positive relationships, high expectations and a culture of learning

How does this help raise attainment?

“Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners” (HGIOS 4 QI 1.2)

“The ethos and culture of our school reflects a commitment to children’s rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning” (HGIOS 4 QI 2.3)

When the ethos and culture of a school reflects a commitment to children’s rights and positive relationships, pupils feel valued and show increased commitment to their learning. An inclusive and nurturing environment supports the social and emotional development of all young people and helps identify and address barriers to learning. A commitment to both excellence and equity supports ambitious learners.

Next steps

- Continue to develop the Promoting Positive Relationships initiative to ensure consistency and equity across the school.
- Continue to develop as a Rights Respecting School.
- Strengthen our culture to become a nationally recognised ‘nurturing school’
- Use the new House system to develop pupil engagement and to celebrate success

Parents and Partnerships

Key Statements

- Effective partnerships with other education and training providers
- Greater awareness of the cost of the school day and impact this can have on families
- Parental engagement is leading to improved outcomes for learners living in the most deprived communities and circumstances
- Effective partnership with parents focused on the learning of the child/young person

How does this help raise attainment?

“Research shows that when parents and carers engage in their children’s learning, and when children and young people live in a supportive home learning environment, it improves their attainment and achievement. Where high quality personalised communication between schools and ELC settings and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child’s learning” (2022 NIF, Pg 34)

Pupils spend only 15% of their time in school. We need to work closely with parents to support learning in all settings. Meaningful partnerships enhance the curriculum, improve our capacity to support wellbeing and open up new opportunities for learning.

Learning and teaching flourishes when there is a partnership with pupils- shared goals and a genuine role for pupils in the evaluation and review of the learning experience.

Next steps

- At a departmental level- including Pupil Support and ASL- identify suitable partners and commit time to making these partnerships work.
- Use social media to celebrate partnership working (BAM Nuttall) and invite new partnerships.
- Parental Information Evenings- in person- to be developed to support better parental engagement and Family Learning
- Investigate sharing research based study advice with parents.

Teacher Professionalism

Key Statements

- Moderations, monitoring, tracking and assessment should include a particular focus on equity
- Robust and rigorous self-evaluation and quality assurance
- A clear investment and focus on career long professional learning including the use and application of evidence based research
- Shared responsibility and highly effective leadership at all levels

How does this help raise attainment?

“The quality of teaching is a key factor in improving children and young people’s learning and the outcomes they achieve. Access to high quality early learning and childcare can make a huge difference to children’s lives, particularly when they are growing up in more disadvantaged circumstances.” (2022 NIF, Pg 28)

Teachers who understand their learners and understand the effectiveness of their teaching and assessment approaches deliver more effective learning experiences. Teachers who are committed to their own professional learning and to the idea of continuous improvement will refine and improve learning experiences for all learners. Teachers who demonstrate leadership of learning strive to use their own development to improve the quality of experience for young people.

Next steps

- Survey staff about professional development priorities that the school can support.
- Establish in-school professional learning support structure: library, discussion group, twilight events.
- Develop the use of the whole school tracking, monitoring and mentoring initiatives.
- Restart the staff leadership development groups.
- School leaders committed to developing their staff through encouraging professional growth.

Performance Information

Key Statements

- Data and other evidence is being used effectively and leading to improvement
- Clarity in setting out outcomes, measures and targets and being specific about poverty related attainment gaps
- A focus on excellence and equity in order to increase the pace of change and close the gap
- Improved use and analysis of a wider range of qualitative and quantitative data

How does this help raise attainment?

“Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve” (2022 NIF, Pg 50)

Analysis of our ASG’s data allows us to understand our learners and plan appropriate learning opportunities. Analysis of performance data generated in school facilitates understanding about the effectiveness of the curriculum, teaching and assessment approaches within a department. Without it staff will not identify high impact areas to amend or consolidate. The same data will show the extent to which we are promoting equity by highlighting the experience of young people who experience disadvantage.

Next steps

- Survey staff in May about the effectiveness of the data made available this session and refine as required.
- Publish the ongoing analysis of the performance of pupils whose learning is affected by the poverty related attainment gap.
- Departmental QA reports and the whole school Standards and Quality Report will all include a range of qualitative and quantitative data.
- Use attainment data to review the effectiveness of our BGE curriculum and Senior Phase configuration.

Below is our three-year approach to developing and embedding excellence in the 6 agreed areas.

If an activity is **High Priority** then it will be allocated time at Inservice days, at Staff meetings, EMT meetings and in departmental meeting time. It will appear on SIP and should be included in all DIPs.

If an activity is **Medium Priority** then it will be allocated some time at Inservice days and monitored through EMT. It will appear on SIP and may appear on DIP.

If an activity is **Low Priority** then it will be consolidated at departmental level. EMT will decide if it needs staff meeting time.

	Year One	Year Two	Year Three
<i>Curriculum and Assessment</i>	Medium	Medium	High
<i>Pedagogy</i>	High	Medium	Medium
<i>Ethos</i>	High	High	Low
<i>Parents and Partnerships</i>	Low	Medium	Medium
<i>Teacher Professionalism</i>	Low	Medium	High
<i>Performance Information</i>	Medium	Medium	Low

Pupil Equity Planning -Session 2022/23

School Name

PEF – 21/22 Review

Table 1 is a review box where you should insert a short summary of 21/22 PEF progress / review (this could be lifted from 'progress' column in last plan). Within this summary, the recommended word limit per intervention is 100 words.

You can comment on resource used per intervention (regardless of impact circumstances) but should indicate any total carry forward of funding into session 2022/23 in the Resources Section at the bottom of plan. **Carry Forward must be approved by Fiona Grant and will only be approved if it is due to exceptional circumstances and there is a full plan in place to spend this in full in 2022/23**

Table 1 – 21/22 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)

2022/23 Analysis of Pupil Equity Data

Use the **Risk Matrix** to determine FSM numbers

Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages).

Target outcomes of how you would hope this data to improve following interventions should be indicated in the second table.

Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).

SCHOOL OVERVIEW - FSM

(update for 2022/23)

Adapt classes /stages accordingly

[illegible]

Analysis of whole school or stage attainment gaps - can use filters at bottom of CfE Highland Dashboard and /or consider individual school trackers /assessments to determine gaps to inform PEF planning

Measurement data - <i>examples only - amend to context of analysis</i>	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - Target outcome following interventions in plan below (i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
<i>Emerging Literacy-Phonological Awareness</i>		
<i>Yarc Early Passage</i>		
<i>Code Cracker</i>		
<i>Yarc Reading Passages</i>		
<i>Parent/Carer Engagement</i>		

PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact <i>To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.</i>

Please tick which of the Following Apply

Is this PEF plan looking to address?

Literacy	Numeracy	HWB

What is the focus of this PEF plan?

Attainment	Attendance	Inclusion/Exclusion	Engagement	Participation

Financial Breakdown

PEF Carry forwards is the balance of PEF funding at the close of the August 2022 period in Integra. This should be minimal as there should be no large carry forwards this year unless you have had approval from Fiona Grant. If unsure, please contact Julia Short for assistance. **Figures provided below will be approx. and should be reviewed throughout the year.**

Funding	£
PEF Carry Forward 2021/22	
PEF Allocation 2022/23	
Total Funding(A)	

PEF Posts (if you have someone in post please contact Julia Short for a more accurate figure, if not please use the approx. costings below [click here](#)) **Important, once post is appointed you must revisit the planned Cost and amend your plan and send updated version to Julia Short.**

Post	Hrs	Approx. Cost	Already in Place (Y/N)	Anticipated Start date
<i>A Example - PSA</i>	<i>27.5</i>	<i>23,159</i>	<i>N</i>	<i>August 2022</i>
Total Cost of PEF posts(B)		DELETE THIS TEXT and replace with £total of all PEF posts(do not include example line)		

Partner Services/Highland Council		
Service Provider	Approx. Cost	When will this start?
<i>A Example - Ecologia</i>	<i>2,000</i>	<i>September 2022</i>

ADD SCHOOL VALUES HERE



Total Cost of Partners/Highland Council {C}	DELETE THIS TEXT and replace with £total of all Partners (do not include example line)	
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Resources/Training		
Breakdown Resources	Approx. Cost	When will this Happen?
<i>A Example – Phonics Books Scheme</i>	<i>1,000</i>	<i>September 2022</i>
Total Cost of Resources(D)	DELETE THIS TEXT and replace with £total of all resources (do not include example line)	

Summary Of Spend	£
{E} Total Funding (figure A)	
{F} Total Spend (Staff/Partners/Resources) (Figures B+C+D)	
Balance Of Funding (E-F)	

Please note the balance of Funding should be £0

Approved by

Date

Salary Costings Academic Session 2022/23 (Approximate)

ADD SCHOOL VALUES HERE



Post Ldesc	Hours Per Week (type how many hrs per week)	WTY FTE (do not change)	Approx annual Cost (do not change)	Approx Month Cost (do not change)
PSA PT18	27.5	0.69	23,159	1,929.92
CSW PT23	35.0	0.88	33,394	2,782.85
Positive Relationships Co-ordinator PT33	35.0	1.00	49,897	4,158.06
Clerical Assistant 2 (Living Wage £9.90)	35.0	0.91	24,189	2,015.76
Probationer (Incl 0.1 FTE Ment)	35.0+7.0	1.10	48,479	4,040
Teacher (006)	35.0	1.00	64,328	5,361

To Calculate the approx. cost of a part time post use the following calculation: -

(Number of Hours Required / Full time equivalent Hrs) x Approx Annual Cost only use this formula only if it is a Full Year.

Example – 10 hrs PSA post full year = $(10/27.5) \times £23,159$

If Part Year then use the following calculation:-

(Number of hours Required/Full time equivalent hrs) x Approx Monthly Cost x No. Months in post , you must include August 2023 in the calculation..

Example - 10 hrs PSA post April to August = 5 months x (10 hrs/27.5hrs) x £1929.92

If unsure contact Julia Short for support.

Supply Teachers Costs

Short Term Supply	Approx £223 (5hrs which is <u>4.5 hrs class contact</u>) if a teacher claims more than 4.5 hrs class contact it will cost more
Long Term Supply	Approx £310 (7 hrs which is <u>4.5 hrs class contact</u>) if a teacher claims more than 4.5 hrs class contact it will cost more

ADD SCHOOL VALUES HERE