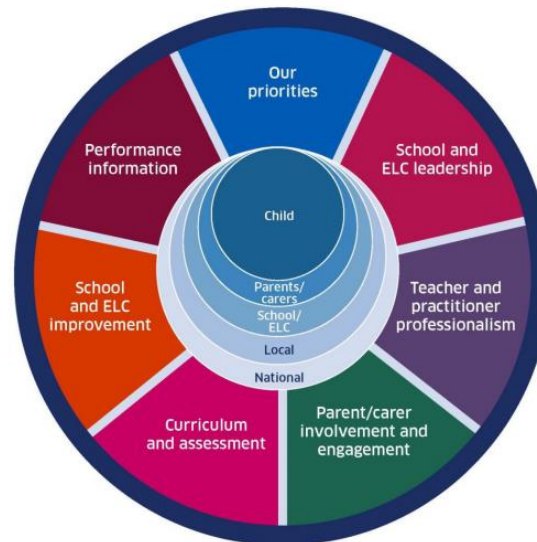


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Beattock and Moffat Academy 2-18 Cluster

Date: 17th June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

The presentation of this document developed last session as we worked toward merging two separate School Improvement Plans to create one cluster wide document. This is as a result of following the D+G Partner Head Teacher Guidance Document 2014 – some parts will refer to Primary / Secondary, some parts will still refer to individual schools/settings.

Our Vision, Values and Aims

School Statement: Moffat 2-18 Academy

Our agreed school vision statement: For Now and the Future, Ready- Aye Ready for all we aspire to be!

Our agreed values: RESPECT EQUALITY DETERMINATION RESPONSIBILITY HONESTY

Our Aims

- We aim to develop successful learners who are enthusiastic, motivated, keen to embrace new ideas and determined to reach high standards of achievement.
- We are committed to developing effective contributors who are resilient, self-reliant and enterprising.
- We view learning as a skill for life and aim to develop confident individuals with self-respect, a sense of wellbeing, secure beliefs and values.
- We aim to develop all members of the learning community as unique individuals and responsible global citizens who demonstrate respect and commitment to participate in all aspects of life.

- We are committed to a policy of inclusion, equality and fairness and aim to meet individual needs and promote all members of the learning community according to their abilities and desire.

Nursery Values: respect, kindness and curiosity

Senior Phase: As our senior prepare to venture out into the wider world, we felt it was appropriate that they built upon the values instilled in them through our 2-18 school. Therefore, our senior phase curriculum has been designed under the four values of Wisdom, Compassion, Integrity and Justice found on the mace at the Scottish Parliament.

School Statement: Beattock Primary

Our School Statement: As a school we are constantly reflecting on and evaluating our work with pupils, staff, parents/carers and with our partners in the local community.

Our School motto /vision statement: For every child, irrespective of circumstance to achieve their potential through our school motto- “Come aboard our learning journey for life, work and play.”

Our agreed values: Respect Responsibility Honesty Achievement Kindness

Our Aims: To ensure all our pupils develop as...

SUCCESSFUL LEARNERS - children who

- are motivated and active in their learning
- understand what and why they are learning
- are involved in planning and making choices in their learning.
- can think about their learning in setting next steps and how they can improve
- have an opportunity to achieve in lots of ways.
- are able to apply their learning and are encouraged to solve problems

RESPONSIBLE CITIZENS – children who

- are good role models and are able to respect the needs and feelings of others
- are polite and well behaved: they can take ownership of their actions.
- are actively involved in making their school and community a healthier and greener place
- are aware of Scottish culture and all the cultures that make our society special.

CONFIDENT INDIVIDUALS – children who

- feel safe, secure and confident in school and display the same confidence in their local / wider community
- know their own strengths and have a “can do” attitude
- can contribute and communicate their opinions and ideas.

EFFECTIVE CONTRIBUTORS – children who

- can take on different roles by working independently and in a team.
- work hard to meet the high expectations we have of them
- listen to and value the contributions of others to help them in their learning.
- are able to talk about their learning and share it with others.

Our ethos statement has altered slightly to highlight the importance of the UN Convention of the Rights of the Child and reflect our Gold Status as a Rights Respecting School.

In Beattock Primary School, we see our “Community” as the coming together of; children, parents/carers, staff and the local and wider community. As a school community, we aim to work together to provide our learners with the best possible education and allow them to become successful, responsible, confident and effective individuals in this 21st century world. In line with our gold “Rights Respecting School” status the rights of the child remain at the heart of our school ethos.

Cluster Review Date: Session 22-23

Review Activities: Schools should evidence how all of their stakeholders; parents/carers, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims.

A cluster wide values review was due to take place session 2021-22 as there are currently a range of values across our Beattock and Moffat school community. Since meeting in groups / assemblies was not permitted 21-22 due to covid-19 restrictions, this review was delayed to 22-23 so that full participation of young people, parents/carers, staff and community partners could be facilitated.

A cluster SLWG will continue to progress this work and all stakeholders will be involved at all stages.

Beattock	Moffat P1-S3	Senior Phase
• Respect	• Respect	• Wisdom
• Responsibility	• Responsibility	• Compassion
• Honesty	• Honesty	• Integrity
• Achievement	• Equality	• Justice
• Kindness	• Determination	ELC
		• Respect
		• Kindness
		• Curious

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

Please see this link to our newly launched website: <https://www.beattockandmoffatacademycluster.org.uk/>

SIP Priorities Summary 21-22

**1.1
Self-
evaluation
for self-
improvement
refreshed
and ongoing**

**1. Raise attainment
in literacy and
numeracy with a
focus on closing the
attainment gap**

- 2.4 Universal and Targeted Support to Raise Attainment
- 3.2 Raising Attainment and Achievement – Renewal and Recovery

**2. Improve learning
and teaching and
the curriculum**

- 2.2 Learning Pathways - enhanced
- 2.3 Learning and Engagement – capacity and involvement

**3. Extend nurturing
approaches across
the school**

- 2.1 and 3.1 Ensuring Wellbeing, Equality and Inclusion
- 2.6 Continuity and Progression in Learning – Renewal and Recovery

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1</p> <p>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver Assessment of children's progress</p> <p>Performance information</p> <p>HGIOS 4 / HGIOELC QIs: 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>2.4 Universal and Targeted Support to Raise Attainment 3.2 Raising Attainment and Achievement – Renewal and Recovery</p> <p>1. Ensure that we are resilient to further lockdowns - young people and staff able to access remote learning quickly and effectively.</p> <p>Beattock Primary: Children have records of their log-ins for Sumdog, Glow, Nessy accounts etc. and can use these independently. Introduction of school app for communication purposes is being monitored, Dojo usage with parents is variable. Parent Council consulted regarding communication with parents – no consensus returned. Continue to monitor.</p> <p>Primary class teachers encouraged to audit and provision access to online learning materials due to uncertainty of impact of omicron variant. Online materials prepared in case of need for remote learning again.</p> <p>2. Continue to develop staff confidence of what progress through and at a level looks like through the process of moderation</p>	<p>How can we build on this new expertise in a post-COVID system? Investigate home-school links and possibilities for homework/home learning in a more constructive manner?</p>

	<p>Beattock Primary: Moderation has taken place with writing regularly at school level to support teacher judgements. This didn't take place at cluster level due to Covid restrictions.</p> <p>Moderation took place between DHT and (probationer) when assessing baseline writing. No other moderation opportunities planned/implemented due to absence of SLT curriculum – primary.</p> <p>3. Continue to look at BSGV within authority tracking system and develop staff confidence in making these judgements</p> <p>Used in February and June when recording level.</p> <p>4. Review work carried out on programmes of learning in English and Maths, embed and gather evidence of impact.</p> <p>Beattock Primary: INCAS Data and SNSA results inform our review of the impact of programmes, jotters are monitored by SLT, and attainment meetings held termly.</p> <p>SNSA assessments have taken place in P1, P4 and P7. The results are used diagnostically as well as to support judgements on achievement of a level.</p> <ul style="list-style-type: none"> • P1 (Bands 1-6) Numeracy results are good with 60% children performing at band 4 and above. Strengths include ordering and sequencing numbers, comparative language and interpreting simple graphs. Areas for development are simple fractions, coins and time. The literacy picture shows 70% of children are working at band 3 and above. PIPS data will give us further insight into development needs. • P4 (Bands 4-9) There are 4 children in this group and 75% children are performing as appropriate at band 7 and above in Numeracy, reading and writing. The remaining pupil has Nessy intervention and has experience of CLG. • P7 (Bands 6-11) 76% of children are performing at bands 8 and above in reading but no pupils at 10 or beyond. In writing 1 pupil is currently sitting at below band 6, the rest are band 7 and above with one pupil performing at band 10. In numeracy the results are spread from bands 6 to 9. The picture is 	<p>Reinstate moderation across the cluster – widen into other areas of the curriculum.</p> <p>Writing will be a 22-23 priority, with data collected across the year from staff/young people. Emphasis on the need for consistent methodology of practice.</p>
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	<p>disappointing, this group of children have consistently struggled throughout their primary years, and interventions are currently in place, where possible.</p> <p>Some follow-up work carried out by teachers on writing planners, following Stephen Graham CPD. No other review work carried out until April 2022, when MG was in post. Planning conversations held with all primary teaching staff, reviewing the curriculum and the school planning arrangements. Feedback can be found here: Planning Conversations 2022. In summary, Maths was felt to be progressive, differentiated and challenging with current provision. Colleagues felt equipped with the tools to extend and challenge more able learners in this curricular area. Writing was the element that was evaluated as most in need of input. Consistency of approach, methodology and consistent vocabulary are required to ensure and ease progression.</p> <p>5. Continue to monitor and assess the impact of literacy and numeracy interventions.</p> <p>Beattock Primary: Support Data within PEF evaluation.</p> <p>6. Relaunch programmes of learning, maths agility books, mental maths etc. in August.</p> <p>Beattock Primary: Agility Booklets are used with all pupils from middle primary upwards. Samson maths implemented across the school. Heinemann and TJ used as core resources.</p> <p>7. Continue to evaluate interventions using assessment data in a triangulated approach – attainment meetings creating a platform for collaborative, professional dialogue</p>	<p>Attainment meetings on assessment and evaluation calendar 22-23.</p>
<p>School Priority 2</p> <p>Improve learning and teaching and the curriculum-</p>	<p>2.2 Learning Pathways – enhanced</p> <p>2.3 Learning and Engagement – capacity and involvement</p> <p>1. Quality Assurance of L&T – systematic at all stages and levels</p>	<p>1. Quality Assurance Calendar in tandem with Assessment Calendar</p>

<p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3 3.1 3.2 3.3</p>	<p>Due to SLT staffing changes, Quality Assurance of L&T has been variable due to restrictions. Sampling of class planners in January. MG held evaluative planning conversations with all class teachers in May, to influence improvement priorities.</p> <p>2. Reinstate approaches to Self-evaluation for Self-improvement 2-18</p> <p>Restarting PRD calendar June 22.</p> <p>3. CfE audit and refresh – seven principles and four capacities</p> <p>Not completed this academic year: this remains a priority for 22-23.</p> <p>Sections 4 to 9 are within the remit of the PEF funded PT DYW and as such, progress is reported and impact identified in the PEF report of the SIP.</p> <p>4. Skills 4.0 implementation</p> <p>Support Data within PEF evaluation</p> <p>5. Amazing Things – identify greater range of youth awards</p> <p>Support Data within PEF evaluation</p> <p>6. Mapping of MWOW inserts so that they fit naturally within subject areas.</p> <p>Support Data within PEF evaluation</p> <p>7. Work with Princes trust to establish Moffat Milk Bar</p>	<p>for 2022-23. Introduce teaching triads for peer-support and mentoring. Emphasize the importance of learner voice in QA.</p> <p>2. Included as a priority for 22-23</p> <p>3. Prioritise the learner experience in 22-23, with a focus on Social Studies, Science and Technologies. Seek purposeful curriculum links, bundling Es and Os and benchmarks to design a curriculum that is less cluttered, more relevant and engaging.</p> <p>4. Next steps detailed in PEF evaluation</p> <p>5. Next steps detailed in PEF evaluation</p> <p>6. Next steps detailed in PEF evaluation</p>
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	<p>8. Accreditation of volunteering (Saltire, SQA Awards)</p> <p>This has been researched and introduced into Senior Phase curriculum for 22-23 session (VA + JA)</p> <p>9. Continue to look at pathways and extended opportunities for all our young people</p> <p>Development of curriculum options despite challenging circumstances. Introduction of the following qualifications:</p> <ul style="list-style-type: none"> • Classical Studies (National Five & Higher levels) (EMcN) • Administration (National Five & Higher levels) (CY) • SQA Volunteering (Levels 3,4 & 5) (VA & JA) • Business Management (National 5) (CY) <p>The introduction of these subjects to our curriculum offers increased variety in our learner pathways while expanding our curriculum offer.</p> <p>Beattock Primary: Children from P3 upwards have tracked their employability skills on their skills for work wheels and have explored WOW website games looking at their strengths and areas for development as well as possible career choices.</p> <p>All P6/7 took part in Developing the Young Workforce live lessons which involved coding and game design over a 3-week period, each week becoming progressively more challenging.</p> <p>10. Continue to develop Beattock and Moffat Academy Cluster Alumni</p> <p>This is still to be pursued but is planned as a part of the newly developed cluster website.</p> <p>11. Consortia arrangements and digital technologies in senior phase</p> <p>We are delivering Advanced Higher Modern Studies and Advanced Higher Mathematics on the SWEIC.</p>	<p>8. Next steps detailed in PEF evaluation</p> <p>9. Next steps also detailed in PEF evaluation and Faculty Improvement Plans. Whole cluster focus on maximising curriculum and wider participation opportunities for young people.</p> <p>10. Seek to implement in 22-23</p> <p>11. Continue to be pro-active in seeking further opportunities to</p>
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	<p>We are also supporting Annan Academy with Advanced Higher Physics.</p> <p>12. Look at work experience in light of regional changes</p> <p>Support Data within PEF evaluation</p> <p>Work experience was successfully re-introduced in May for our S3 cohort. Pupils planned and reflected on their experiences through MWOW platform. Reports for pupils highlighted amazing successes across the cohort. This process was vital in re-establishing links with the community and extending learning to new contexts for our S3 cohort.</p> <p>Welcomed two work experience members into the primary this session from this re-introduction.</p> <p>13. Increase Learner involvement and voice</p> <p>Re-establishment of Pupil Council has taken place over the course of the year. Slight change in organisation as moved to pupil-led meetings, where PLT were responsible for taking minutes and reporting to SMacB. Following the stabilisation of Pupil Council in 21-22 following difficult years in a logistical sense, CY is taking over the lead role for Pupil Council in 22-23 session.</p> <p>Beattock Primary: Fairtrade, Charity, ECO, Digital Leader, Pupil Council and RRSA all in place. Pupil feedback sought on SIP progress. Environment week, Jubilee Event and Health Week evaluated – Dine and Democracy activity planned for end of term.</p> <p>Moffat Primary: Due to SLT staffing pupil council was not re-established. Priority for 22-23. Learner voice</p> <p>14. Implement richer range of data sources – feedback and regular reviews</p> <p>InCAS completed for P3-7 in May/June 2022. Feedback from staff regarding planning collected in May.</p>	<p>widen our curriculum both in school and virtually.</p> <p>12. Next steps detailed in PEF evaluation</p> <p>13. Evaluation opportunities to be included in the assessment calendar for children. Reinstate Pupil Council, Fairtrade Committee, JRSA, RRSA steering group to ensure learner involvement is relevant and varied.</p> <p>14. Arrange an assessment calendar for 22-23 to balance workload across terms and ensure</p>
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	<p>Support Data within PEF evaluation.</p> <p>15. Invest in further Stephen Graham writing CLPL which will further support the ongoing development of our writing programme and improve attainment in writing.</p> <p>Beattock Primary: Two staff are part of the authority working group. One participated in the live lesson for Steven Graham and is gathering resources to plan for our continued approach to writing using his approach. So far, she has pulled together the text types and success criteria to create an overview of our approach to writing.</p> <p>Stephan Graham CLPL session was attended by DHT, PT ASfL PEF, and two teachers at the beginning of session. Due to SLT staffing changes, follow-up sessions were not attended and development time was not provided to embed approaches. Writing moderation and assessment has not been completed.</p> <p>16. Introduce Developing the Number Knowledge approach at all stages.</p> <p>Beattock Primary: Numeracy Launchpads have been used to support learning across the school. Impact of the intervention is tricky to evaluate as the materials form part of a suite of resources used within the classes (SAMSON and Agility) as well as targeted input such as CNG.</p>	<p>data is collected, analysed and actioned. Design individual tracking format to present data. Timetable attainment/tracking meetings for class teachers to discuss every individual biannually.</p> <p>15. Explore the resources during the 1st in-service day and roll it out through the school. Prioritise Writing as a curricular area of focus for year 2022-23, create a working party to research and implement. Approve a whole-school methodology using current best practice. Reinstate assessment of writing using Scottish Criterion Scale Timetable. Moderation sessions timetabled across year. Teaching triads to build practitioner confidence in delivery.</p> <p>16. Continue to build on approaches 22-23 as part of planned improvement.</p>
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<p>School Priority 3</p> <p>Extend nurturing approaches across the school</p> <p>NIF priority Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>NIF driver Teacher professionalism Assessment of Childrens’ Progress Performance information</p> <p>HGIOS 4 / HGIOELCC? Qis 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>2.1 and 3.1 Ensuring Wellbeing, Equality and Inclusion 2.6 Continuity and Progression in Learning – Renewal and Recovery</p> <p>1. Work on Children’s Rights to be implemented across the school- in relevant classes and the assembly programme</p> <p>Further Displayed around school. - UNCRC surveys sent to staff to ascertain training and support needs. Training created and delivered by Education Scotland off the back of these results with a follow up in January inset to keep the profile high. New graphics were created linking Rights to GIRFEC and were distributed across the whole cluster. KC is part of an authority group of DHT’s looking at RRS. Beattock has Gold Award. Various speakers for young people have been established and built into the annual calendars. The newsletter and website have Rights linked to all areas and articles. RRS questionnaires issued to pupils and staff as a baseline self-assessment and collated to ascertain areas requiring improvement. Rights Posters in relevant areas around the whole school – linked to specific areas where appropriate. Primary assemblies linked to UNCRC includes use of UNCRC Assembly resources. Some primary staff are now using the UNCRC Article if the week resources. New Right noticeboards created. UNCRC articles mapped for RSHP and MVP in secondary.</p> <p>Relationships will be strengthened across the school, as well as our ethos of inclusion and equity for all.</p> <p>Pupils are starting to reflect on their own values, and the values of the school, in relation to the UNCRC and understand how these fit together.</p> <p>Teachers are able to reference the UNCRC during relevant lessons and are beginning to make links in their subject areas. E.g. ES in Primary</p> <p>School newsletters and websites reference Rights alongside bulletins to highlight how we are meeting these within school.</p> <p>Parents can understand their role in supporting their Children and Young People by being more aware of Rights.</p> <p>UNCRC is now a standing item on SLT meeting agenda.</p>	<p>1. RRS award to continue to be worked through next session and beyond. A task group to be set up to lead some of this work. Link with Beattock more as they are further on in their journey. Practical workshops for staff to be arranged to link Rights to their own practice. Class charters to be initiated in all primary classes Term 1. Good practice sharing session – UNCRC activities and cross curricular links that have been tried.</p>
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	<p>Beattock Primary: RRSA committee have joined up with Tarbolton PS who have recently been re-accredited at Gold level. We have borrowed their evidence folders and met online to share good practice. Class charters are up and running and the school created a lunch charter. Rights are featured in newsletters, Dojo and Facebook Posts, letters home, planning, policies and class displays.</p> <p>RRSA committee have been working with Miss McNaughton regarding Kenya Volunteering project, we set up a donation table at our Jubilee Event and classes wrote to the children she will be teaching. We hope to build links with schools in Kenya.</p> <p>2. Work toward LGBT Gold Charter Award</p> <p>Funding has been secured by the authority and Mrs Ayling has made contact with LGBT Youth Scotland to start looking at requirements and staff training. Manager allocated and first meeting set up with staff (March 22). Baseline surveys completed by all staff. MA attended initial cluster charter award meeting. Pupils and staff raised profile of equality in school through Purple Friday and LGBT History month event in February. LGBT inclusive themes part of MVP lessons and staff have been directed to LGBT curriculum inclusion document. Results from Life in Scotland for LGBT young people all shared with staff. LGBT Q+A session delivered to parents/carers (March 2022). Date for further training to be confirmed by LGBT Youth Scotland. Parent sessions have been arranged on pronouns and gender after requests from Parent Connect. More of these sessions are planned for parents and primary staff in Term one next year.</p> <p>Survey results from staff and Young people are very positive and show continued improvement in this area. Over 80% of our LGBT young people feel very well supported in school and in our community. Pupil Voice is strong and valued.</p> <p>3. Launch SQA mental health award</p> <p>Links to another school have been made and the award looked into but this has yet to be progressed into the curriculum.</p>	<p>Beattock Primary to be reaccruited at Gold level Nov'23</p> <p>2. Continue to work towards LGBT charter and undertake further staff training linked to this.</p> <p>3. Look to trial the SQA Mental Health award.</p>
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	<p>4. Build on parental learning in light of 2-18 Local Authority inspection</p> <p>Some parent sessions have been undertaken online but Covid restrictions have limited the progress in this area.</p> <p>5. Further develop the staff wellbeing group</p> <p>A group of ten staff have contributed to this group from across the cluster. The participants will engage with the wider staff in their areas to gain opinions on a variety of areas affecting staff and look for ideas for improvement. Two meetings per term approx. after school so accessible for all. MHWB channel created in the staffroom to share ideas and signpost supports to staff. The Soul Call– January afternoon inset - wellbeing session for all staff. https://www.cypmh.co.uk/ - shared with all staff as part of the Feb Inset for a wellbeing afternoon. This is taken from Whole School Approach Framework for supporting mental health (pg15)– Principle number 5 in Document. NB doing short 5 mins wellbeing session each week with Primary Staff (Term 3). Mental Health Champion- MA completed Mental Health champion foundation level. Pupils and staff delivered assembly and raised profile during Children’s mental health week in February. Place 2 be mental health resources exam related shared with pupils and parents on mental health awareness week in May.</p> <p>Staff feel supported across the school and relationships across the cluster are strengthened. The subject of MHWB is discussed openly by staff and many have accessed additional supports in this area.</p> <p>Beattock Primary: Staff across the school have a ‘Secret Friend’ – tokens of kindness (chocolate/candle/poems or cards) are gifted to our special friends which has boosted staff morale. Staff across the school have enjoyed social events including a staff meet up and walk, fundraiser tea party for Macmillan Cancer Support which raised £140, and an end of term evening out in June. Staff are enjoying the ‘togetherness’ of the school and the united feeling of the team. Reviews conclude the week every Friday – good news only to improve communication among staff and end each week on a positive.</p>	<p>4. Increase parent learning opportunities.</p> <p>5. Build on Equality groups work and look at self-evaluation data and impact of changes implemented so far. Continue work on ESAS and Respect Me pilot schemes.</p> <p>Fully implement new policies.</p>
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	<p>6. Evaluate current PSE programme to include new RSHP programme and to identify any other topics requiring review in line with current medical and social health trends and local community 'spotlights'</p> <p>The PSE programme review was put on hold until the possibility of an asymmetric week is finalised. Once this is impacts on the timetabling of this area a thorough review will be undertaken to ensure coverage in new timeframes etc. RSHP has been updated to ensure all new resources are being delivered in Secondary and Primary. The RSHP programme in Primary has been shared with parents via letters & digital links.</p> <p>7. Formalise programmes in Life Skills for targeted support building in opportunities for evaluation</p> <p>ASDAN awards identified and requirements met. SWA personal achievement award too. Links with colleges such as the Barony are confirmed too (land based award, animal care etc.).In Primary Life Skills has been a targeted intervention for 4 pupils. Resources adapted from the ASDAN award pack.</p> <p>Young people have a variety of awards and courses which builds and broadens options and pathways for some individuals requiring a more tailored curriculum. More variety is available out with the traditional subject areas.</p> <p>8. Share Signs of Safety approach with Primary staff developing knowledge of multiagency assessment & nurture tools.</p> <p>Contact has been made with Social Work who have agreed to deliver a 45 minute session to Primary staff during a CLPL slot.</p>	<p>6. Annual letters to go to parents in Term 1 (Primary) Review input from Term 4 21/22 Monitor planning and evaluations for RSHP Observe RSHP lesson in practice</p> <p>7. Continue to formalise Primary programme that can be shared with unfamiliar staff.</p> <p>8. Agree date and build in to calendar for term 1 or 2.</p>
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	<p>9. Update staff on changes within GIRFEC policy, administration, statutory guidance, practice guidance and the National practice model, as and when these are cascaded by the Authority</p> <p>All staff have been provided with Graphics as visual references in all the above areas. Child Protection processes have been updated and shared widely also.</p> <p>Staff are very clear on GIRFEC and Child Protection processes and Policies and are confident when talking about them and referring to them.</p> <p><u>Other additional areas developed:</u></p> <p>10. ACE's and Trauma training</p> <p>Consultant Clinical Psychologist - LAC Health and Wellbeing Service - Dept. of Psychological Services and Research worked with her team to produce training for the whole staff on ACE's and Trauma in March 22 at the cluster staff meeting. A second session was offered for next academic year to build on the introduction as well as a series of e-modules.</p> <p>Staff have a basic awareness of Trauma and the impact of ACE's on our young people. This has been extremely important following Covid as we know that some families' situations have been exacerbated during lockdown and the impact of young people has been great. Staff have a greater understanding of supports and approaches required for young people.</p> <p>Whole staff 3 year training by Authority has been booked for new session.</p> <p>11. Enhanced links with external agencies to support MHWB, behaviour and reintegration after Covid 19</p> <p>Active Schools now working with a pupil. Hope to build on this in future. Connection made with a new service however – Step together (Volunteering) – Sue Mundy. Referrals accepted for individuals. Youth Work – two groups identified to work on the DYA and linked to</p>	<p>9. GIRFEC training for whole staff Term 2</p> <p>10. Revisit Emotion Works which began at Beattock before lockdown.</p> <p>11. Progress with plans to incorporate Youth Justice Hub and further develop Youth Work Projects</p>
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	<p>community group Space to Grow. Started Jan 22 with S2 and S3. Youth Work – Lindsay – two group sessions arranged for Mindfulness for S1 and Senior pupils. Youth Hub established in School building. Youth Work Mindful Warriors in Primary. Youth Justice Hub being established in school with fortnightly drop in sessions at intervals, and a variety of group sessions planned as well as one to one sessions completed for individuals.</p> <p>Our young people have benefitted from a variety of different supports to suit their needs and have been able to undertake programmes of work to support their MHWB and healthy choices among many other things. This has supported not only the MHWB of young people but has supported some of the poor low level behaviour changes seen since our return from lockdown.</p> <p>Beattock Primary: P6/7 have completed the final themes in the Compassionate and Connected Classroom programme looking at relationships and regulation.</p> <p>All P6/7 have benefitted from a programme called 'Live Life to the Full' via youth work, designed to encourage children to become aware of and look after their mental health. The sessions enabled children to explore their emotions, dealing with pressure and regulation strategies.</p> <p>12. Male staff mentoring programme for targeted pupils, using resources and training from Boys to Men course</p> <p>Two male staff mentors working to support the PS Team with targeted pupils. Looking at Boys to Men training. PEF planning sheets submitted for training for this. An Army day was organised for team building for the mentoring group – April 22. Feedback was brilliant and engagement from the boys was highly commended from the provider. A third member of staff is now part of this initiative in school.</p> <p>The young men in the school have fully participated in support sessions an actively sought support when they have recognised they were in need of it. Significant improvements in the confidence and</p>	<p>12. Continue Programme in 22-23. Involve Army.</p>
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	<p>engagement of some young men has been observed across the school since participating in the sessions.</p> <p>13. Create a staff menu of training to enhance knowledge in a variety of areas related to Pupil Support</p> <p>Areas requested were; ASD, Self-harm, EpiPen, Epilepsy, Young Carers, GIRFEC intro, building relationships with parents.</p> <p>Sign up from staff has been very positive, averaging 10 at each session. Feedback on sessions was very positive. Some staff have sought further information and shadowing experiences after attending sessions to support career development.</p> <p>14. Continue to build on the Equalities Committee work last year on vulnerable groups and slurs for peers</p> <p>Particular focus on Racism inputs and staff training in this area. - Two new staff leads have been appointed to Equalities committee. 35 young people have signed up this year. Regular meetings being held and inputs with whole school being created etc. Signed up for Equally Safe at School and a lead group of staff looking at these resources as well as Equalities committee. This will be continued in next year's SIP with a focus on data and impact too. Racism staff training sourced for Jan and Feb insets next session – KC and SMacB. Hoping to ask other schools to join us to reduce costs. Equality and Diversity – group of young people involved in GBV talk. Anti-racism and mental health in schools toolkit shared with equalities group. Primary received assembly input re Martin Luther King Term 3 and Child Labour P4.</p> <p>15. Engage with the new Better Relationships Better Learning Strategy</p> <p>Whole school Relationships Policy has been reviewed and a planned refresh is to be rolled out. New graphics have been created to ensure consistency across the school and link other important documents/areas together. 2 staff CPL sessions in Term 3 discussing part t part of draft policy, types of behaviours and current consequences. Reviewed on 21st March with staff groups. Finalised with staff on 30th May and shared with parents and YP thereafter.</p>	<p>13. CLPL menu to be developed for session 22-23 in line with SWTAC</p> <p>14. Continue developments 22-23</p> <p>15. Primary to agree a simplified poster for all classes and a flow chart of behaviour linked to consequence 2 CLPL sessions. Launch new process 1 CLPL session.</p>
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	<p>Beattock Primary: We have begun to keep a log of behaviour to spot any patterns and triggers and have looked outwards to see what other schools are doing. We have trialled a reflection activity whereby pupils have the chance to understand their behaviour choices and the consequences of their actions. This is then sent home to be reviewed, discussed and signed by the parent.</p> <p>16. Profile of AAA's raised to support young people throughout the year</p> <p>A weekly request spreadsheet has been implemented to request support for assessments throughout the whole year. Senior prefects have been trained as readers and scribes to support this initiative and give the seniors valuable additional skills and volunteering opportunities.</p> <p>The number of staff requests have been strong on a weekly basis. Young people have been supported to ensure they are familiar with their arrangements throughout the year and not just at prelim and examination times. This has increased their confidence and enhanced the personalised support provision across the school.</p>	<p>16. Continue to develop streamlined approaches to delivering AAAs seamlessly.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF Aim:</p> <ul style="list-style-type: none"> • To use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. <p>PEF Cluster Work Streams:</p> <ul style="list-style-type: none"> • Learning and Teaching • Transition and Interventions – Literacy / Numeracy / HWB • Mental Health and Nurture Support • Family Learning • Developing Scotland's Young Workforce • Cost of the School Day 	

School Priority 1

Raise attainment in literacy and numeracy with a focus on closing the attainment gap

Using Data and Standardised Testing to target Interventions: PIPS and INCAS testing enabled the cluster to add to the data picture in terms of information on all primary stages. The bundle of data that the school received enabled SLT, SfL teachers and class teachers to have a benchmark to work from. Furthermore it showed individual strengths and gaps for our young people that enabled the school curriculum teams to provide a more bespoke learning offer for our most disadvantaged.

The information gathered at snapshot periods over the school year enabled class teachers and the SLT measure progress over time for individuals and cohorts to ensure that we remained focused on closing the gap for the most disadvantaged.

Incas P2-P7 - Young people were assessed in these six key developmental areas which research shows are linked to later positive academic outcomes:

- Reading - word recognition, decoding, and comprehension
- Spelling
- Mathematics includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- Mental Arithmetic addition, subtraction, multiplication, and division
- Developed Ability picture vocabulary and non-verbal reasoning
- Attitudes –Young people’s attitudes to reading, maths, and school

The PIPS P1 assessment covered the following specific areas of learning and development:

- Literacy - handwriting, vocabulary acquisition, understanding reading fundamentals, phonological awareness, letter, word and pattern recognition, and comprehension
- Numeracy - ideas about maths, quantity and spatial position, identifying numbers, counting, identifying shapes, problem solving, and simple arithmetic
- Personal, Social and Emotional Development
- Independence, self-confidence and self-awareness, concentration, managing feelings and behaviour, and making relationships
- Communication and Language

As a result of PIPS and INCAS:

- All teachers re-evaluated their expectations for certain individual pupils and their specific abilities and strengths.
- Class teachers for literacy and numeracy were able to identify the young people whose progress was 'lower than expected' or 'much lower than expected' and planned intervention.

- The numeracy and literacy support programmes were focused and targeted and therefore much more successful.

How PIPS and INCAS are used: INCAS and PIPS assessments form the main thread of judgement for our class teachers as to whether pupils have achieved expected levels for their age in terms of Numeracy and Literacy. The assessments are thorough and they give detailed feedback regarding where pupils strengths and areas for development lie.

The important feature with INCAS testing, which no other form of standardised assessment allows, is the annual return of data allowing children's progress to be tracked year on year. This year's return has been particularly interesting as we emerge from two lockdowns – children who have flat lined over this period were easily identified and action has been taken to address specific areas of need.

The assessment of Developed Ability enabled us, at a glance, to gauge if our children were working to their full potential or whether they required more challenge/input.

The data gave teachers confidence in their judgements of achievement of a level and supports classroom assessments, both formative and summative, as well as the SNSA data.

The PIPS baseline enabled the Class teacher to quickly see a young person's areas of academic strength and weakness at the beginning of the year. For the first year of school this was vital in assessing their current foundations for learning and individualising educational programmes to meet their needs and learning styles. This was done more quickly than a teacher could assess and could be triangulated with the teacher's formative and summative assessments.

Beattock Primary: Our data this year has thrown up important evidence which demonstrates clearly the added value our teaching staff give to our pupils. For example, 2 of our more able boys in P6 have not made as much progress in general maths as we would have liked over the past 2 years. One child flat lined completely and the other rose very gradually which was not in keeping with his INCAS scores whilst in P2, P3 and P4. There has been a dramatic increase in both boys' scores since returning to full time education with a class teacher – in fact one of the boys increased his general maths age, over a period of 6 months, from 1 year below his chronological age to 6 months above.

The data demonstrated that one of our P5 girls, who was a keen reader, had in fact dropped in attainment over the course of a year and her Accelerated Reader Tests supported this data. This evidence allowed the class teacher to investigate what was happening. The child was regrouped, conversations were had with parents, and she was reassessed with PM Benchmarking to ensure her reading material was appropriate. Now that this action has taken place the child has reignited her love for reading, she reads within a group rather than alone and her most recent AR assessments are showing an incline in her attainment.

The Developed Ability aspect of testing can be very reassuring for staff. We have a number of children in both P4 and P7 who will not meet the criteria for achievement of a level across the board. This can be very disheartening for staff but our data shows that whilst they will not meet nation expectation, they are performing as appropriate and in many cases well beyond their capabilities. For example a child in P4 has achieved standardised scored of 90 in reading and general maths, but his developed ability comes in at 76 which shows that the input/interventions we have in place are enabling this child to reach his potential.

Moffat: INCAS – Assessments are ongoing currently but those that have been completed are very encouraging.

P7 Attitude scores are almost all high. Low developed ability in Numeracy matches our expectations and is reflected in results for 3 of the pupils as anticipated. 3 other children are performing less well but the data will allow us to drill into aspects of Numeracy more closely to provide the most appropriate support. In Literacy a pupil with developed ability lower than their chronological age is performing age equivalent and actually, 6 months higher in spelling demonstrating that we are meeting and going beyond their support needs in literacy. Most of the pupils in P7 have age equivalent scores in Reading of 15 and over which is excellent to see but also allows us to look at our curriculum to ensure sufficient challenge at this stage.

In Primary 6 most pupils have high attitude scores and almost all are performing above their chronological age in Reading. Comparing this with developed ability, room for further challenge can be identified. Again those pupils performing below either or both chronological age and developed ability can be identified as pupils in receipt of PEF, vulnerability support and/or targeted interventions. This pattern continues further down the school, providing rich diagnostic data to compare against our GIRFEC information and our support input.

From the PIPS assessment and teacher observation teaching and learning was able to be planned & implemented effectively and quickly to meet each child's needs and help them to make good progress. Interventions were also put in place in specific areas of need based on PIPs data.

The end of year assessments are currently underway so the data is incomplete but already there is clear evidence of the impact of these interventions and learning approaches that were informed by PIPs. So far, 3 of the children who PEF funding would be most intended to impact have been tested. They all have very good value-added progress for both numeracy and reading. They started the year below the national and local average but are now above it, in some cases, quite significantly. This data will be able to inform the young people's next class teacher to inform their teacher and learning and ensure this good progress is maintained.

We would like to see our investment in INCAS and PIPS continue to allow us to interrogate our data effectively and meet the needs of individuals as appropriate.

More cohesive ASfL Strategy using PEF funded SLA support: Improve and evaluate assessment information in IEPs consistently. Develop consistency around effective use of SLAs across the 2-18.

- SLA contracts to provide in class and targeted support.
- QA Planned programme of interventions and impact.
- Working with the Supporting Learners Cluster Teacher.

Specific interventions to include, Closing the Literacy Gap, Maths Recovery, Fast Lane, code cracker, Phonics/literacy support and Closing the Numeracy Gap, Story Massage, Nurture groups, tailored Emotion Works Programmes, and 'Let's Move'.

The use of SLAs to support teaching staff within Beattock Primary was essential. SLA staff were able to use their individual skill sets and training to enable the use of tailored interventions suiting the individual needs of our children. This year we focused on CLG as a priority and invested in having a member of staff fully trained to deliver the programme. This programme was supported by our investment in 'Nessy' spelling which enhanced the established spelling programme within the school.

Unfortunately staffing challenges resulted in limited input of CNG and Story Massage. This is disappointing but completely unavoidable, we have used teaching staff, where possible, to deliver aspects of numeracy to close gaps with small groups of children – this work has included the use of Numeracy Launch Pads.

The Let's Move programme and Lego Therapy input has run successfully throughout the year and additional nurture support for individuals facing tough times has been actioned where necessary.

The CLG data is very positive with children in Primary 3 making great gains after the input. The children worked through steps 3 – 18 and broadened their reading range from CVC words through to reading CVCC, diagraphs and compound words confidently. The INCAS data shows that the 3 pupils who were targeted increases their general reading age up 18 months - 2 years within the 12 months of their last assessment. It is worth noting the impact of Fastlane and Code Cracker input. A pupil in P6 receiving these interventions along with Nessie has increased his reading age from 8yrs to 9yrs 10 months over a period of 6 months – this has now brought him in line with his chronological age. There is a similar picture for a child who enjoys using the Nessy programme – her progress has been an increase of almost 2 years over a period of 6 months since her last INCAS test, again she is now performing age appropriately.

The children who received CNG/Launchpad input have been able to maintain appropriate growth in general maths assessments, one child now performing slightly above national expectation.

The children who receive 'Let's Move' look forward to their session which takes place at the start of the day. There has been a gradual improvement in their Gross and Fine motor skills as noted by the class teacher. The impact of these sessions is more difficult to ascertain however the most notable observation is that the children return to class after 'Let's Move' more settled and ready to learn than when they arrived at school.

Next steps:

- reintroduction of Story Massage when this becomes available
- continued staff training in both CNG and CLG interventions once our allocation for the year ahead has been finalised.

Moffat Primary SLA support:

12.5 SLA hours / week have had a positive impact in closing the attainment gap by allowing stage 2/3 interventions, such as Closing the Numeracy Gap, Literacy Ladders and the Sound Reading System, to be delivered as targeted interventions when a learning need has been identified.

19 Primary aged young people received at least one intervention each which was funded by this project. Further 4 young people received emotional support in classroom to build foundations and resilience for learning.

A proportion of the hours were allocated to enhance young peoples' social and communication skills, independence and wellbeing, both in group and class settings and during transitions and playtime.

Majority of the young people who received the targeted interventions have achieved the targets set in their Additional Support Learning Plans or when applicable, the short term targets in their Individualised Education Plans. However, all the young people have made progress during the intervention when pre- and post-assessments have been carried out. INCAs show a positive trend in reading and general mathematics for all the young people who have received interventions, although data is not complete (based on the data available on 26/5/22).

It has been observed that the targeted interventions have had a positive impact on the young people's confidence in relevant curricular areas by SLAs and some class teachers. Most of the young people have enjoyed receiving interventions when asked or observed by SLAs. Received informal parental feedback has been positive and appreciative.

Social and communication skills, independence and wellbeing factors will be evaluated in IEPs, when appropriate. It has been observed by some class teachers and SLAs that SLA support hours funded by this project have had a positive impact on improving social and communication skills and emotional resilience in class room and in playground.

Next Steps:

- There is a need for SLA hours in order to meet learners' individual needs and being able to address gaps in learning identified, as soon as possible, to prevent the gap widening.
- Also, further training is needed generally to upskill SLAs so they can deliver interventions as designed and therefore maximise the positive impact.

Attainment – Balanced Readers Project: Raise attainment in literacy - reading and comprehension. Continue to develop and improve approaches/pedagogy to create good (balanced) readers: decoding; fluency and phrasing and comprehension in a wide variety of text types).
 Equity for All: Continue to develop approaches to inclusion and equality, supporting all members of the school community to challenge discrimination. *Covid allowing – partnership work with parents/carers and young people to develop approaches to family learning.*

We identified our PEF group through a review of CfE levels in children who attract equity funding.
 -Use of attainment data from Accelerated Reader (P4-7), Incas, Pips and SNSA
 -Stakeholder surveys with all parents and the impact of Covid and lockdown meaning opportunities for working 1:1 with families at risk of missing out have been curtailed

What we did:

- We introduced non-fiction texts in infants to the core reading programme to allow the children to read a wide range of text types and become balanced readers.
- We introduced of non-fiction texts in upper primary core reading programme to allow children to read a wider range of text types and the need for children to understand how to read the text types used prevalently in the secondary setting
- We created opportunities for children who attract equity funding to broaden knowledge of the world to support development of vocabulary and knowledge which can be applied across the curriculum.
- We introduced decodable phonics books in P1/2 to support children who attract equity funding who require more depth and support at the early stages.
- We introduced comprehension resources to enable a wider range of text type analysis, consistency, depth and progression across second level.

(TL) Previously, there was a lack of decodable phonetically books for the least able readers in infants and we also had a dearth of non-fiction. Non-fiction texts are essential for PEF children. Now we have the texts, they are engaging positively with the books and building their cultural capital.

(FM) In the upper primary, the non-fiction texts have improved the reading engagement of young people, widening knowledge also. They allow for improved questioning and the development of higher order thinking skills.

Teacher observation (TL) notes that during 1-1 PIPs assessment, reading progress of the most vulnerable children is well-above expected progress. Engagement with has been also positive and cohort are demonstrating an increased knowledge of the world around them.

In Primary 7, inCAS data presents above-average progress in standardised reading ability in the year 2021-22. Data also displays a strong positive attitude towards reading (4.17/5). This is an improvement on 2019-20 reading attitudes for P7 and a year on year improvement for the cohort. Many factors can influence attitudes and opinions, however at this important transition stage: reading continues to be a positive

experience. The development and investment in new reading materials would be justifiably cited as a factor in this.

Next Steps:

- Due to COVID restrictions and changes to PVG arrangements for parent volunteers, the parent-led open primary library after school has not progressed. Keen to investigate further.
- Following the success of these new texts, we would be keen to resource the taught reading materials further.
- How do we best incorporate non-scheme texts into reading offering? Can we invest in new and challenging novels for class/group activities?
- The methodology of teaching reading should be developed. Consider the Reflective Reading Programme offered by the Learning Zoo as future CLPL.

Project: British Sign Language as part of 2+1: A set of BSL teaching resources and a one off teacher training session.

Teaching BSL offers an excellent opportunity for children to become aware of deaf people; Child have the ability to learn a language that is used by the around 70,000 deaf people using BSL as their first or preferred language; Now that deaf children are often placed in mainstream learning environments it is simply not enough for staff to be deaf aware. That deaf child is entitled to a peer group who they can communicate with; BSL has been proven to excel language acquisition and development and to further learning; As a visual language it offers a whole other conceptual way of learning. It fits in with the curriculum on 1+2 as our 3rd language.

We have identified children in our school cluster with verbal and written communication – they are several years below age expected levels.

Staff have been given electronic access to resources which are available on Teams.

Staff have completed online training with a few to catch up using the recordings.

Due to delays in the resources being delivered and training given, we are at very early stages of rollout in classes and this will continue into the start of the next session to make a difference to the young people in our school.

Next Steps:

- We need to track what is planned and delivered for each class to enable continuity and progression once it is rolled out in different classes.

PVG Funding for a Volunteer at Beattock:

A cluster parent approached the school offering to volunteer for 2x weekly sessions within the primary and nursery settings. The parent is known to the school and we plan to use her with young people entitled to P.E.F and those requiring additional support to bolster their attainment.

The Nursery and Primary staff at Beattock have welcomed the volunteer into the school and have made appropriate use of her in her voluntary capacity.

The volunteer has been used to read with individuals and small groups, go over mental maths strategies with P3 children where attainment gaps were identified and laterally to administer INCAS and PIPs testing which has freed up teacher/SLA time.

In the Nursery she has joined in Woodland Wednesday excursions to local parks and community areas. Her value here has been much appreciated as the nursery currently have a number of high tariff children who present as ADHD, ASD, trauma and attachment experienced. Time out with the nursery can be difficult for such children and often their behaviour is unpredictable – the volunteer’s help means that they can enjoy such experiences safely and allow for equity of opportunity for everyone.

The INCAS data for the P3 children, this volunteer was involved with showed that their attitude scores for maths were high (5, which is the highest) which was a pleasant increase in their perceptions of maths prior to the volunteer’s input. There is also a marked increase in one of the pupil’s general maths progress – an increase in 14 months over a period of 10 months bringing her attainment in line with that expected of someone her age. The other child has continued to make steady progress above his age equivalent.

On analysis of the P1 SNSA results, areas of strengths included rhyming words, CVC words and selecting information from a text which link directly to the volunteer input.

Blacksheep Resource Story Starters Project:

A young person exhibits difficulties with sequencing verbal information to form a cohesive narrative. In the classroom setting, the demands on the child increase dramatically as they are often expected not only to invent a story sequence, but also to write it down. This is particularly demanding for children with autistic spectrum disorder (ASD) and this limits success in story-writing activities.

Our young person finds verbal and written communication a challenge – they are several years below age expected levels. Produces no written work independently and struggles to communicate with a scribe. One to one work on sentence structure and story writing – this young person shows good understanding and enjoyment of stories but can’t structure sentences verbally or by writing or typing.

Use Black sheep resource Story Starters - contains an extensive set of coloured illustrations, linked to a structured Narrative framework, which can help a child construct story sequences. Resource can be used with other pupils.

This resource took a long time to arrive in school and we had technical issues with the installation. Use of the resources with the young person is due to begin w/c 6th June and will be incorporated into their learning plan for next session.

Lego Therapy Project:

In order to address issues around talking and listening, we introduced Lego therapy for children who have been outlined by ASLT as having a need for targeted intervention.

Assessments carried out by Additional Support for Learning Teacher highlighted a number of young people who struggle to regulate appropriately and communicate effectively when in group situations. Lego therapy enables young people to become better able to engage in play using appropriate talking and listening strategies.

Targeted intervention, LEGO club, for social and communication skills and emotional support and resilience was fully implemented Term 4. There are 14 young people altogether attending LEGO clubs once a week. LEGO club offers a safe environment to practise social and communication skills and self-regulation. This intervention has made a promising difference in a short time by improving listening skills, patience, turn taking and language used. All these skills are important foundations for learning and being able to fully access in curriculum and wider school life.

It is expected that the young people attending will meet some of the targets in their Additional Support Plans or short term targets in their Individualised Education Plans, if appropriate. All the young people are making good progress based on the session evaluations, but the intervention is still ongoing at this date (26/5/22).

The young people attending are giving positive feedback about attending the sessions. The facilitators have observed progress in communication (e.g. used language, asking for help, using extended vocabulary), listening skills (e.g. following instructions, retaining information) and in ability to follow the LEGO rules and demonstrate expected behaviour with reduced prompting. A class teacher had commented on how attending to a LEGO club changes a whole school day to a positive experience to one young person who finds it generally challenging.

Next steps:

Further training for staff members to be able to deliver sessions in pedagogical rigorous manner. More LEGO sets and materials so the sessions are adequately equipped.

Nessy Licenses – Reading and Spelling Project:

Children throughout the Primary have benefitted from the online intervention known as Nessy. It specifically targets pupils who have, or may have a diagnosis of dyslexia.

Each learner receives a report which tracks their attainment in the intervention. The young people can also access materials at home (if they have internet access). This is useful as it helps parents/carers understand how to support their children and breaks down barriers.

During the academic year 21/22 there were 5 young people actively engaged with the Nessy programme. It has had a positive impact on both reading and spelling and therefore it has been a useful tool to close the attainment gap; being individualised and highly motivating games-based programme meets the learners' needs and also provides precise data for teachers to follow progress. The young people have mostly accessed Nessy in classrooms independently during school days which makes it easy to facilitate. The project has been fully enrolled in Term 4 - all licenses purchased have been issued, initial access information to the programme communicated with young people, teachers and support for learning assistants and baseline assessments supported.

The average progress in Reading rate during this academic year was 31 % (range from 12 % to 64 %) and in Spelling rate 6 % (from 5 % to 7 %), respectively. As the programme is ongoing, the data for spelling assessments was not complete at this date (26/5/22).

The young people using Nessy have said that "it's fun" and they are motivated to play the games. Informal parental feedback has been positive. Class teachers have commented on Nessy having a positive impact on especially reading, and it has enhanced engagement in learning.

Next steps:

To maintain active use of Nessy, both young people accessing to programme and teachers fully utilising the progress data.

School Priority 2**Improve learning and teaching and the curriculum****PEF Staffing DYW PT: Enhanced Senior Phase Opportunities: College and Network East Partners Work together to enrich the senior phase offer.**

- Accreditation for Wider Achievement: Capitalise on opportunities for accreditation.
- Stronger Community Partnerships: Increase the numbers of children benefitting from sustainable activities.
- Increase offer from DYW to pupils re local businesses.

- Work experience in light of regional changes
- Mapping of MWOW inserts so that they fit naturally within subject areas

There was a lack of understanding across the school, young people and staff, to confidently articulate their skills and the skill progression as outlined in Skills 4.0. The evidence to support this gap included few classroom observations evidencing skills. School walk arounds have not always evidenced skills being linked to subjects. Teaching staff are not always confident in talking about meta skills and have not identified the links to their classroom practice.

Few young people engage with wider accreditation for volunteering. The evidence for this included a decline in the number of Saltire awards and John Muir award being presented by the school. Tracking of PEF young people would suggest for some PEF young people require greater input from partnerships and time dedicated.

Progress:

All students in the school have been introduced to the Meta Skills and have been using MWOW to record these in BGE. The senior phase have used a combination of Meta Skills and Employability skills to complete their personal statements in PSE. This is providing a platform for students to become more reflective about their experiences and recognise the skills they are developing. This will ensure that all students have a record of their own achievements and will be able to use language that is expected after school in their destination.

Students have been supported to take up work experience in S3 almost all student participated in 1 week of Work experience. The majority of these placements were within Moffat Community, this shows the support we have and also allows our young people to build meaningful networks.

Some S6 students participated in virtual work experience, all S5 and 6 students were introduced to Uptree – a work placement organisation. This gives the students access to businesses that operate outwith our local area. All S3's complete the SQA National 4 Employability award. Senior students have had a much greater input on the availability of different pathways after school. This has resulted in a larger uptake of the Local Authority Foundation apprenticeships (3 students next year).

DYW was taught as a separate class in S1 and S2. This enabled consistency around introduction of skills and gave students the opportunity to develop some of these skills. They have researched jobs and careers, designed businesses and worked in groups. They have also been working on communication and presentation skills. This enabled students to meaningfully look into many different careers and job profiles and begin to plan a pathway.

MWOW ambassadors has been set up and training given, these students will give training to the next cohort.

Lots of employability activities have been available this session from providers such as the Navy (catering), Ashleigh (construction) Smiths of Gretna Green (hospitality). These provide students with more in depth knowledge of the available sectors in Dumfries and Galloway. It also exposes them to areas of employment they had not considered before and the different pathways into many careers.

S1-3 have many skills experiences added. Learning conversations have shown that they have a greater knowledge of the skills developed and an understanding of the importance of giving examples of when skills have been used.

S4-6 leavers have all completed a personal statement which exemplifies the skills they have developed. Staff have had 2 training sessions – one delivered on Meta Skills by VA. One delivered by SDS on CMS. All staff furnished with skills help sheet.

Skills posters have been put in visible places and some subjects have begun to evidence the skills against activities in their areas.

Evidence of MWOW subject inserts used in some areas. This has been observed in lesson observations and has been planned into the S1-3 DYW employability lessons.

The S3's also had the opportunity to be MWOW ambassadors- - 7 students assisted in producing materials for a virtual parent's event.

Some students have been supported in their Saltire awards and coordination with Third Sector Dumfries to ensure that the administration was smooth.

Work experience was completed by the majority of S3's, most students found their own placement and liaised with the employer to organise the times and tasks. As a result of this some students have engaged in part time work. Some senior pupils completed virtual work experience with national companies such as Drax. Two students are participating in an Edinburgh Zoo summer placement. One senior student has been accepted to a law programme where they will be mentored and given work experience to support them with their university applications.

S4 and 5 students had the opportunity to attend 2 work ready days, visiting local businesses in hospitality (Smiths of Gretna Green) and construction (Ashleigh) (areas identified from the intended destinations data) to find out about the careers available.

All S2 and S3 students attended a 'In to Medicine' talk by a current Glasgow University medical student. All S3 students attended a hospitality workshop virtually held by Springboard this was to explore all the roles available in this sector. 7 of those students attended the second part, finding out about specific roles.

Some S3 students and two looked after students attended the PDA in Employability skills workshops which ran for a week in May, this was presented by Education Scotland. Both students attendance was good and they had the opportunity to engage in a small setting with other students and staff.

All of our leavers have a positive destination, with the exception of 1. This student was identified early on and has been passed to the employability service. Regular ECG's have been held and the student progress has been updated. This will be followed up by myself and Pupil Support.

Moffat Academy's 16+ data for S4-6, which is collated by SDS is 100%. This is a great achievement and means that all our students have a plan for exiting school.

Next Steps:

- Saltire – unable to identify who / what – is an individual thing. Introduce SQA volunteering award for S6.
- John Muir Award – staff member who did it left. Put in a request to be approved/ plan activities based around this.
- Ensure Meta Skills are identified for each subject and put on the wall in classrooms – investigate Meta-skills Pilot Project, Tom Snow EO.
- Continue training on CMS for staff using modules developed by SDS
- Ensure each year group has a specific career pathway event (s) throughout the year.
- Give wider opportunities for S4-6 to participate in work experience.
- Introduce S4 – 6 to Gateway – Workit and Planit, for career planning alongside MWOW.
- Introducing touch typing in DYW employability in S1-3 to ensure all students are able to type at a reasonable standard moving into the senior phase.

Minibus Funding for RME School Trip – Beattock

P1/2/3 studied aspects of Christianity as part of their RME focus this term. The school chaplain visited the school to tell the children about her job and invited them to the church to deepen their knowledge and understanding. A minibus was funded to get the children to and from church. With 35% of the children with PEF entitlement we felt it unfair to ask for money.

The children very much enjoyed this local outing which will built on community links and tied in with our work on UNCRC Rights of the Child.

Evaluation of Project

The essence of equity of opportunity was a significant factor in this project. The children enjoyed their visit to the church and it provided them with the opportunity to value the classroom input that came before as well as the follow up activities. It was an important community outing where links were made with our Chaplain and we have since built upon these. The visit also linked closely to our RRSA work around acceptance and tolerance of the beliefs and cultures of others.

Data to support the Improvements Made:

Quotes from Rev. MacRae: “Thank you for allowing it to happen, we did have a good time and it allowed young people to learn something new- engaging with youngsters. Let me know how I can help and really enjoyed being part of P1/3 and if other teachers what me to work with them on their individual classes please let me know.”

Quotes for the children: “I loved hearing all about the stained glass windows – each one tells a story”, “It was good at running around the church – I’ve always wondered what was inside it”, “The organ was huge, I think it must sound very loud when the hymns are being played”.

P3/4 Play Resources Project:

P3/4 had a lack of appropriate materials for play for a young person who was PEF eligible with support needs. This young person found it difficult to settle during transitions which required independence, by providing a more engaging environment, we were supporting this adjustment more appropriately. This has had a knock on effect on the rest of the class, who also benefited from having access to the resources. The learners previously had only a few ways to engage in free play. We know this has a direct impact on learning/motor skills/resilience.

It is widely recognised that through play between the ages of 0-8years, children's achievement and attainment is significantly enhanced by age 10 (UNCRC) High quality toys which allow for independence and choice, problem solving and negotiation skills.

The extra equipment in class has enabled the certain young person to focus more on tasks as he has liked to choose one of the new construction toys or play in the sand once he has completed his work. It has also helped others members of the class with social and communication skills by sharing and playing together. GW has made improvements in learning and is now much more engaged in his learning.

Project to reduce the cost of the school day:

- Provision and deliver resource packs to allow children to participate and access all aspects of the curriculum.
- Provide communication with parents and carers to allay resourcing pressures at the beginning of term.
- Support for those PEF eligible young people in need of items to support the community agreed school dress code to include school ties, white shirts, black trousers/skirts, black jumpers. In addition, PE clothing where necessary.
- Without some financial support some pupils will find it difficult to attend school with basic items to wear enabling them to feel part of the school community
- Provision of essential items of school clothing for PEF eligible young people. This intervention is to support the cost of these items to families that could otherwise not afford to attend.

Impact – ongoing improved attendance for those young people eligible, positive impact on emotional wellbeing as a result.

School Priority 3**Extend nurturing approaches across the school**

Youth Development P6/7 Project: There was a need for enhanced transition for a number of our P7 children with staff have noted that many youngsters in the class were suffering from low self-esteem. We

identified a need for the pupils to rebuild relationships within the class post lockdown and that behaviour issues were arising. HWB webs showed that the children were also aware of their needs; responsible, included and respected feature as an area for development in 7/13 of their feedback. Their All About Me sheets from the interim reports also reflected this.

An 8 week intervention ran with the whole class called 'Live Life to the Full'. The programme aimed to help young people get the most out of their lives by gently encouraging them to be their personal best. It taught life skills to improve wellbeing and resilience.

This project met the desired outcomes as it enabled young learners to take time to think about their emotions and the way they feel in certain situations. Children were able to identify triggers which can influence reactions and learn to regulate their behaviour in an appropriate manner. The project delivered many of the HWB outcomes including social wellbeing, planning for choices and changes and relationships. The children have a written record of the input that they can take with them as they move to the Academy which they can use as a ready reckoner for coping mechanisms when things get difficult. Behaviour has been a key concern for staff following lockdown and this programme was an appropriate way of dealing with the issue, lack of self-esteem was considered to be the main cause of faltering behaviour particularly among the children within this class.

The children completed evaluations on the projects and their comments included the following:

- 'The lessons were quite fun and I am learning how to control my emotions and how to deal with them.'
- 'I hope you can go to other schools and help other people as much as me.'
- 'Living life to the full made me smile on a Tuesday.'
- 'I didn't see the point of it but other people will.'
- 'I hope you can come back to Beattock, or Moffat when I go there.'
- 'Sometimes I preferred not to say anything because they were personal, but I still had fun.'

HWB wheels and attendance/punctuality data also support the above data.

Many of the children who took part in the programme continued with Youth Work on a Friday afternoon at a newly developed P6 to S2 Youth Club in Moffat Academy. This has been a valuable step in the transition process as it has enabled P6/7 to meet and socialise in the secondary school with the children from Moffat Primary.

Magnetic Skeletons Project:

We have recognised that a number of our young people require a more tactile approach to learning about their own health and wellbeing. As such, we purchased five magnetic skeletons to support our teachers in designing an inclusive and varied health and wellbeing curriculum, removing potential barriers to learning.

Self-reporting from students within the ongoing pandemic indicates that our learners' mental and physical wellbeing has suffered as a result. Many students with ASN or barriers to learning also require a more social and kinaesthetic environment through which they can learn and grow. Use of magnetic skeletons when learning about the body have supported students in making links between curricular/ course content and their own bodies. This has provided targeted support in teaching all learners about their health and wellbeing in an inclusive and supportive manner.

To date, these resources have been utilised in the PE classroom with Primary and S1 learners when learning about: myriad sports, and the impact on their bodies. This has ensured that our learners with barriers to learning have been better engaged and included within our curriculum, as they are able to learn using a variety of different approaches: kinaesthetic combined with auditory and visual. This has enhanced literacy within our PE curriculum, as all learners now have the means to understand curricular content, and can utilise the skeletons to convey and better elucidate their explanations of specific movements/ body parts. This has contributed toward closing the attainment gap by ensuring that learners with barriers to learning are supported in accessing a specialist curriculum, similarly developing transferable skills that will support their ability to engage with other curricula within the school. Creating equity in accessing the curriculum has also supported these learners in strengthening relationships with their peers. In providing them with a common language, and establishing a shared understanding of this topic, they are better able to converse and connect with their peers. Finally, it ensures that these learners continue to develop an understanding of their health and wellbeing, this being a priority of NIF and SIP. With continued utilisation, this project will only continue to enhance learners' confidence and ability, continuing to support us in closing the attainment gap across the school.

Learners have reported feeling included and respected in class, and have demonstrated improvements in their ability to identify body parts and explain their mechanisms, when compared with their abilities prior to use.

Next steps:

We will look to incorporate these materials into our upcoming S3 NPA course, with a view to developing learners' literacy in discussing their own bodies/ physical health. Similarly, we will look at how we can embed this in the RSH Programme for the new academic session (we were completing the original RSH curriculum to ensure parity).

P7 Residential Subsidy:

The P7 Residential/Outdoor Activity days are a vital part of our transition programme from P7-S1. The various activities support the relationships required, between staff and peers, for all our young people to transition to secondary more smoothly. In addition, these team building sessions help to alleviate anxieties and allow face to face interactions with their new S1 classes prior to the summer holidays. Connections will be formed and relationships can be built on with peers over the summer months ready for an August start in Secondary.

For pupils coming in from outlying areas this type of activity has been proven year on year to be one of the main activities that supports the transition to S1. Similarly for pupils already used to the Moffat setting, this activity supports the new relationships to be formed as they move into Secondary. Without some financial support some pupil have opted out of the activities, and these pupils have gone on to be the ones who have given some of the highest positive feedback in evaluations when supported to attend. Pupils were invited to attend two days of outdoor activities. Transport was provided. This intervention is to support the cost of these days to families that could otherwise not afford to attend.

Some young people who would otherwise not have been able to attend the transition experience fully have been able to attend, utilising this financial support. This ensured they had the same experiences as peers and benefited from all the transition activities on offer. By doing so they will be starting Secondary school on the same footing as all other YP in their year and feel a sense of belonging at the school and among peers prior to starting. Being able to transition fully with peers and Secondary staff will support relationships and therefore attainment in the future.

Evaluations on the transition experience, captured in August, will reflect the impact of this support as we will ask parents supported a question on this. Verbal feedback from parents/carers offered this support has been greatly appreciated however!

Wellbeing Posters – Learning And Teaching Spaces:

The aim was to create visuals that link the UNCRC and SHANARRI clearly together in a clear and concise way. These visual posters are for staff to use for their own reference and for referring to when undertaking work in this area with individuals and small targeted groups for support, as well as for any relevant class projects. Both Children's Rights and GIRFEC are a top priority for our school and underpin our ethos and policies. Having these visuals keep the profile high for all.

Children's Rights are an area of development in our SIP. Initial UNCRC self-evaluation surveys carried out with staff and pupils show there is a need to increase the knowledge of both staff and pupils in this area. The profile needs increased around the school and strong visuals are a great way of doing this.

A2 Posters were designed and printed for display in Pupil Support Offices and areas, as well as SLT offices. A2 posters are now on display in PSE rooms and every teaching space for referring to while pupils complete their self-evaluation assessments during each reporting window. The Equalities Committee also use this a tool for the work they are planning and the visual is incorporated into many online forms too.

Posters have been created and displayed in all areas of the school. They are referenced by Pupil Support staff and other teaching staff during conversations with young people and families.

The posters now form part of a developing suite of resources that aim to increase awareness of Rights and contribute to strong relationships in Moffat Academy. This graphic has been utilised in our whole school Relationships Policy and is a working document for staff and young people for reflection exercises etc.

The visual is shared with parents and carers to help raise their awareness also and in turn support the work of the school and the Rights of their YP.

Impact: Staff survey results have been gathered via the RRS surveys and these have been collated to show an increased awareness of Rights among staff from the initial baseline surveys gathered at the start of the academic session at initial training. The widespread visibility of this graphic allows staff to easily access relevant information on Rights and link it to GIRFEC.

Next Steps: Further staff training and self-evaluation of staff's awareness and use of the graphic will be captured once the Relationships policy has been fully implemented next session.

The graphic will form part of our evidence towards our RRS award.

Rights, and sections from this graphic, will be incorporated into an updated guidance sheet for YP which will further enhance awareness for all as it is a document accessed by staff, YP and parents.

PVG Volunteer Funding Moffat:

A former pupil and long term community member offered to undertake a voluntary support role – much like that of a Befriender/Home Link Worker - with pupils entitled to P.E.F, those who are care experienced and those requiring additional support to support their attendance and attainment. In addition to walking and other wellbeing activities, Volunteer has two shops in the town and was willing to support some voluntary working within them for our young people to build self-esteem and confidence.

Data available to us highlighted young people who were at risk of attendance concerns and failing to secure a positive destination beyond school. Those who are within the care system or new to our community requiring some home link work to build relationships and establish a sense of belonging.

Our volunteer met with identified vulnerable young people (initially one) to support a move into our community/school. This was an open-ended voluntary pilot project to help establish the above. Frequency of inputs were decided with the young person and other professional supporting them via a child plan.

Impact: So far, one YP was identified for this service and the benefits have been seen already, even though it is early days. The YP is successfully meeting their supporter on a weekly basis and is learning about our community prior to fully starting school in June. The YP has also attended school for several sessions of volunteering and attended Personal Development Award sessions over the course of a week which was a huge achievement, showing an increase in confidence. Following significant trauma the YP's focus is on building safe relationships with a series of people to support them into education and in life beyond school, giving them a sense of belonging and security. This service is fully supporting this.

Going forward the Volunteer can be utilised to support other YP in the future now she has her PVG. She may also come into school to support our YP if required and will attend their Child Plan meetings to ensure we are meeting our YP's needs fully.

Currently our care experienced YP is at risk of not achieving and it is hoped this initiative can support her to attend school and gain relevant qualifications which will in turn support a positive destination. As this is early days it is difficult to tell if this will be an overall success. The YP is due to start school in June fulltime and has made options choices etc. She is happy to engage with Sarah weekly which is a success in itself.

Next steps – continue to deliver and evaluate with our YP and the volunteer.

Boys Mentoring Project:

The 'Boys to Men' CPD Programme, aims to bring together a range of individuals with a passion to make it better for young men. This course equips participants with the confidence and the tools to work more effectively with boys and young men.

Two of our secondary teachers delivered a Boys Mentoring Scheme for session 21/22 with high tariff pupils identified by Student Support DHT

This comprised:

- Calendar of regular Mentoring Meetings.
- Target Setting and Tracking.
- Safe space to work where required.
- Classwork and Homework support.

Impact:

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. One-to-one sessions with pupils has allowed them to grow in confidence with regard to their self-worth and attainment in school.

We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included through one-to-one discussions with pupils where personal issues are talked through and next-steps agreed. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Pupils are open and honest during meetings and can admit fault and responsibility for their actions and take steps to make amends.

Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. This has been demonstrated through partnership working with Army in Scotland who delivered two targeting full-day support sessions over the course of the year. We consider each child and young person as an individual with his/her own needs, risks and rights. These are discussed and agreed during targeted interventions. By involving children and young people in their own target setting they active participants in discussions and decisions which may affect their lives.

As a result, we have seen in this group:

- Improvement in behaviour in targeted pupils in some classrooms and around school.

- Evidence of improved attainment in some curricular areas of the school.
- Improved relationships between pupils and staff as well as pupils and their peers.
- Improved engagement with pupils who demonstrate improved communication skills.

Next steps:

- Teacher to continue the programme for 2022-23.
- Update list of targeted pupils.
- Teacher to have protected time to complete targeted interventions during PSE periods.
- Teacher to maintain community link with the Army in Scotland.

In summary:

We used the majority of our funding for staffing to help support the health and wellbeing of our young people and to provide SLA staffing to support a range of targeted interventions to close the gap in literacy and numeracy particularly.

Now that restrictions have lifted, we will be able to explore a wider range of extra-curricular opportunities to widen participation for those at risk of missing out.

The philosophy of our school cluster is to promote a greener environment, be sustainable, and reduce overall waste and expense for all members of our community. This belief is fundamental to our core values where all young people and families are included in all opportunities. We actively seek to identify and remove potential barriers to participation, achievement, opportunity and attainment.

PEF Cluster Work Streams 22-23

PEF Aim:

To use **education to improve outcomes** for children and young people **impacted by poverty**, with a focus on **tackling the poverty-related attainment gap**.

- Learning and Teaching
- Transition and Interventions – Literacy / Numeracy / HWB
- Mental Health
- Family Learning
- Developing Scotland’s Young Workforce
- Nurture Support
- Cost of the School Day



PEF Participatory Budgeting: Responses

KEY:

Increased support/staffing to improve literacy / numeracy

Support to cut the cost of the school day!

Projects to support mental health

Funding for more extra-curricular and wider opportunities

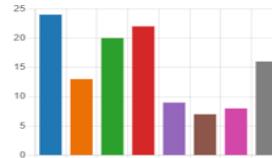
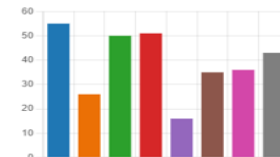
Funding to increase opps for family learning

Staff development to improve L+T approaches

Opps to develop employability skills / DYW

Further develop nurture/HWB approaches

Parent/carer Responses 80



Staff responses 32



2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Across the cluster, there are a range of values displayed. All staff agree that the school vision and values underpin their work. Our values are intrinsic to the work and life of school, and values in action are recognized and rewarded at some stages and at points throughout the year. Our most recent stakeholder surveys indicate that 93% agree that their young person like being at school and a further 92% agree that their young person is treated with respect and all staff agree they are treated with respect. Data shows that more parents/carers would benefit from having their views taken into account when making changes – this is a focus for next session.</p> <p>There is evidence of significant staff commitment to improving our provision across the cluster. High quality dialogue supports professional learning where this has been possible over the past session. Parent Council meetings have continued over the past session, initially remotely and more recently back 'in person' where discussion around strategic priorities for the coming year</p>	<p>Cluster Values Refresh to be revisited 22-23</p> <p>UNCRC 2022 roll out</p> <p>Relationships Policy 2022 roll out</p> <p>Full involvement of SLWG, Learners 2-18, Parent Councils, Parents/Carers across Cluster, District Community Councils</p> <p>Further develop whole school planning tools to include re-established 'in-person' quality assurance processes and interventions.</p> <p>Re-establish strategic committees to distribute leadership and school improvement across the cluster – including pupil voice and PLT representation unilaterally.</p>	4

	<p>have been identified and discussed. 67% of survey respondents agree that they are kept updated regarding Parent Connect work, with 65% feeling encouraged to get involved. In secondary, the Prefect Leadership Team and a range of pupil groups e.g. Equity have been involved in decisions around strategy, this continued over lockdown.</p> <p>From our surveys, 86% of parents/carers agree that the school is well led and managed and all staff agree. 89% of parents/carers would recommend the school to others and 93% are satisfied overall with the school.</p> <p>Some quotes:</p> <ul style="list-style-type: none"> • Very friendly school with a strong sense of community spirit, helping to raise compassionate young people • Moffat Academy is an excellent school and we are grateful for all that the staff do to support our children. • The school has a warm, intimate atmosphere and there are many individual teachers within this who make my children's experiences of school enjoyable on a daily basis. 		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>We are continuing to improve our approaches to digital learning, we have a Digital Leader and practitioners are engaging with a wider variety of pedagogies as a result.</p> <p>We have continued to work in partnership with learners – through the Prefect Leadership Team, weekly assemblies, buddying, Pupil Council, Dine and</p>	<p>We need to enable learners to take greater responsibility for their learning engagement and find ways to facilitate better joint planning of next steps in learning.</p> <p>We will continue developing the Learning and Teaching Policy as a live and dynamic resource and include strategies for supporting learning at home.</p>	5

	<p>Democracy etc. Recent senior pupil quote: “I’m so appreciative of the way the teaching staff have mentored us, supported us and encouraged us to grow and thrive. It is because of all your unwavering support that I feel as though I am ready to try and take on any challenges that come my way.”</p> <p>Tracking and monitoring is completed by all teaching staff. It has been monitored by the SLT / ELT and actions from the T&M has resulted in phone call to parents/pupils (Clarification Conversation); one to one meetings & individual arrangements being made for young people where appropriate. 78% of parents/carers agree that information regarding progress reaches them at the right time. 93% agree their child is making good progress.</p> <p>The cluster Teaching and Learning Policy has continued to be developed with a strong CLPL offer across the cluster to support pedagogical approaches. 90% of our parents/carers are satisfied with our quality teaching, although 21% would like more advice on how to support learning at home. All staff feel engaged in CLPL and agree they have opportunities to share practice with colleagues. Following the implementation of high quality keynote speakers – a Teacher CLPL recent quote: “Excellent presentation. We need more CPD like this in Scottish schools. Best CPD hour I have spent since I started teaching.” Staff have rated an average of 5/5 stars for their CLPL this session.</p> <p>Views have been gathered from parents/carers, young people and staff to</p>	<p>We will develop capacity in learner conversations so that young people are better equipped to identify individual next steps in learning.</p> <p>We will further develop approaches to ensure learners can articulate how questioning is developing their higher order thinking skills and deepening / extending their learning.</p> <p>We will focus on an increase pace of learning and will provide more able children and young people with greater challenge in lessons. Our focus will be on improving differentiation, especially to challenge more able learners. Work planned with University of Glasgow in this area.</p> <p>We will improve approaches to learning conversations parents/carers and include discussion around targets and familiarisation of standardised assessments.</p> <p>Continue to develop and provide a rich and varied CLPL programme including highly respected external keynote speakers. We have Dylan Wiliam planned for August 22.</p>	
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	<p>reflect on our current learning provision, challenges, opportunities and next steps. Data gathered supports effective partnership work in this area; we hold a wide range of evidence from questionnaires, 1:1 calls home, comments submitted to staff via Teams, Dojo etc., emails to school and general discussion at events – both in person and remote.</p>		
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>All staff and partners agree they are aware of statutory child protection duties and this is updated on a regular basis with additional opportunities for refresher training for existing and new staff/partners/volunteers as appropriate.</p> <p>Our personalised support for learners has ensured that barriers to learning have been identified and removed where possible – pupil voice data gathered via SEEMiS and wellbeing webs is analysed by the pupil support team and triangulated with the tracking and monitoring data gathered by teaching staff. All staff agree they have access to data to effectively identify and reduce inequality in young people’s outcomes and that this is underpinned by effective communication.</p> <p>Our focus on wellbeing has been consistent and underpinned by a range of supportive measures, on an individual basis and also at stage and whole school level. We have engaged a variety of partners to work with small groups of young people and 1:1 to provide effective, targeted support to those in need of it. Some partner quotes “I feel welcome when working within the school and believe we have developed an excellent</p>	<p>We will ensure systems are improved to remove barriers to learning and enable targeted interventions to be identified. We will further develop the role of the SLA.</p> <p>As we continue to roll out UNCRC and RRSA, we will continue to build on a range of creative ways to capture the views of our young people, working in close partnership with the Prefect Leadership Team and Pupil Councils.</p> <p>We will continue with our firm focus on wellbeing. It is clear evidence across Scotland that young people are in need of HWB support post pandemic. We will continue to actively seek opportunities to work with young people, staff, parents/carers and partners to facilitate this.</p> <p>We will aim to broaden our wider achievement / extra-curricular and sports’ offer and explore how a wider range of opportunities could be delivered.</p> <p>We will continue to use PEF through education to creatively and without stigma improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.</p>	<p>5</p>

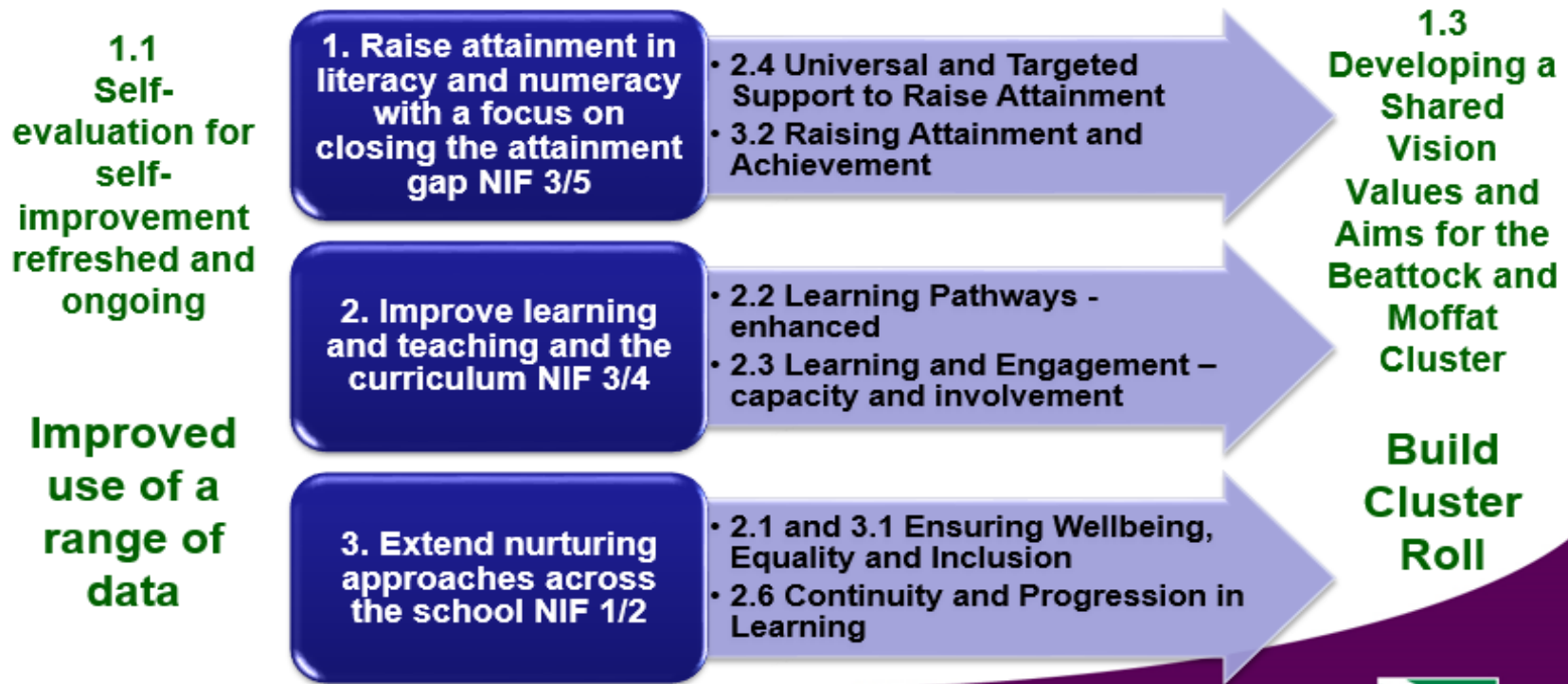
	<p>working partnership, which benefits the young people in the school community.” And “ It has been great working with you this past year and seeing the transformation of the youth service within the school.”</p> <p>Views gathered from parents/carers have indicated that learners and families feel well supported and are comfortable to ask staff for further clarification and feedback where necessary. 89% agree they are comfortable approaching the school for advice. 76% agree school supports the wellbeing of young people, 21% don't know – therefore we need to do more to highlight our positive actions around this area.</p> <p>Events such as Feel Good Fridays, Purple Torch, Feel the Love, MVP, Togetherness, etc. have received numerous positive comments by parents/ carers and young people.</p> <p>Staff benefited from regular HWB sessions, after school and during Inset Days on a planned, voluntary basis. Staff quotes: “I am becoming more and more aware of the importance of health and well-being in all our lives,” and “I think it's really important to understand how to focus on our own wellbeing. Also, this may help me to understand how to support others to move their lives forward.”</p>	<p>PEF Cluster Work Streams 22-23:</p> <ol style="list-style-type: none"> 1. Learning and Teaching 2. Transition and Interventions: Lit/Num/HWB 3. Mental Health and Nurture Support 4. Family Learning 5. DYW 6. Cost of the School Day 	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> 	<p>We have continued to maintain effective systems tracking and monitoring–quality of learner engagement, progress made and HWB indicators.</p>	<p>We have developed great systems during remote learning which we have continued to progress – this will be maintained over the coming session so that we can support our learners in any situation and context.</p>	<p>5</p>

<ul style="list-style-type: none"> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>We have used tracking data around remote learner engagement to recognise success via merit awards and praise phone calls home.</p> <p>Our Learning Support teacher has liaised with all staff re: resource requirements and has a timetable for her own input with specific pupils.</p> <p>All our teachers have planned for the age and stage of their learners. They continue to follow our programmes of learning in order to ensure challenge and progression. The main focus is on Literacy, Numeracy and HWB but a range of activities that take children away from digital devices have also been provided.</p>	<p>We need to continue to focus on ensuring that those in need of additional support are identified, assessed and effectively planned for.</p> <p>We will need to have a firm focus on skills / DYW and employability for all learners.</p> <p>We will continue to identify learning which has taken place over the course of lockdown, recognise progress in those areas and ensure robust planning is in place to address areas in need of further support.</p> <p>We must broaden opportunities for wider achievement and be creative in identifying ways to promote engagement for all.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>We have coherent, progressive programmes of learning for all subject areas to ensure learners' skills are developed through the BGE. There are clear, progressive pathways across all curricular areas and robust, well-established curricular plans which are genuinely 2-18. Across the sectors, the knowledge organisers are helping to close the equity and attainment gap. The curriculum meets the needs of all learners, including those who choose not to progress to tertiary education.</p> <p>All staff actively work to develop children and young people's literacy and numeracy skills. IDL links are clear and opportunities are provided to facilitate transfer of skills in new and different contexts. Secondary staff work together with primary in areas of their expertise – and vice versa. Secondary staff</p>	<p>We will continue with our plans for a Refreshed Curriculum for Excellence, ensuring consistency across the stages and sectors. This will involve a continued focus on developing relevance of learning in real life contexts. This is particularly relevant in primary where a review of curriculum led by newly appointed senior leaders creates ideal conditions for a refreshed approach to delivery.</p> <p>A main feature of our school improvement work for next session is to continue to focus on Literacy and Numeracy. This is both in universal and targeted ways and reflected in our planned PEF spending.</p>	

	<p>also contribute to achievement of a level reporting as part of the 2-18 moderation strategy. Staff's passion for their subject area is evident and in almost all primary classes pedagogical practice is strong.</p> <p>We have a well-established 'Family Learning Overview' with clear aims to ensure parent/carer involvement and engagement in their child's / young person's learning. The overview is fluid from early learning and childcare through to the Senior Phase, identifying impact and areas for improvement against the How good Is Our School? 4 quality indicators.</p>	<p>We will continue to shape our family learning overview based on opportunities presented by young people, their families, the school community and wider community partners. We are very fortunate to have an interested and supportive community around the school who regularly offer to enhance our core work.</p>
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<p>We have very good links and arrangements with community partners such as MDCC, Youth Work, Youth Justice, Space2Grow, Army Cadets – both in and out- of school to name a few; however, there is always scope to increase the numbers of children benefitting from partnership activities.</p> <p>We benefit from a very active and supportive Parent Council which focuses not only on fundraising but also policy development. Although this group is very active and supportive of the school and our young people, there is scope to try and get greater numbers of parents involved. There is feedback suggesting that the demographic spread of the group could be broader – we will investigate creative ways to make that happen.</p>	<p>We will explore ways to ensure the sustainability of some community partnerships and to work with colleges and partners in Network East to maintain and enrich the senior phase offer. We will also find ways capitalise on wider achievement with accreditation, where this is possible. We need to ensure that we maintain as broad a curriculum as possible with a particular focus on the senior phase to maintain the school roll and staying on rate.</p> <p>Work continues with Parent Connect (Parent Council) group will continue to grow as we progress with partnership work involving as many parents/carers as we can, broadening the demographic of representation as much as we are able.</p>

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

SIP Priorities Summary – Keep Headline Priorities – refine to reflect current context



Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1</p> <p>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver Assessment of children's progress Performance information Teacher and practitioner professionalism</p> <p>HGIOS 4 / HGIOELC QIs: 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>2.4 Universal and Targeted Support to Raise Attainment</p> <p>3.2 Raising Attainment and Achievement – Renewal and Recovery</p> <p>Improved Differentiation: Improve differentiation to challenge more able learners.</p> <p>More cohesive ASfL Strategy: Improve and evaluate assessment information in IEPs consistently. Develop consistency around effective use of SLAs across the 2-18.</p> <p>Increased Parental Involvement: Across 2-18, build consistent partnerships with parents/carers around targets and assessment standards.</p> <p>Improved Digital Pedagogy: Further develop capacity of hardware facilities in school to support T+L.</p>	<p>ASfL Strategy and interventions: Planned and strategic use of SLA staff for universal and targeted support PEF staffing allocation to support a range of interventions CLG/CNG CLPL Sessions to develop understanding</p> <p>Parent Involvement Workstream Parent Connect links/support Calendar of Events / Open Evening Fundraising Opportunities Planned stakeholder surveys / focus sessions Comms / marketing</p> <p>Digital Pedagogy Workstream ICT fund / hardware refresh Digital Leaders</p>	<p>HT and DHTs Curriculum: Primary and Secondary</p> <p>DHT GIRFEC Primary</p> <p>ELT / QAMSO</p> <p>PEF SLA contracts to provide in class and targeted support.</p> <p>SSM - resources</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p>QA Planned programme of interventions and impact</p> <p>SEfSI process to identify impact.</p> <p>PEF Staffing: SLA 17.5 hours Moffat P £13860 SLA 11 hours Moffat Ac £8712 SLA 7.25 & 6.5 hours Beattock-£10,890. PEF: Nessy £400</p>

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p>School Priority 2</p> <p>Improve learning and teaching and the curriculum</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p>2.2 Learning Pathways - enhanced 2.3 Learning and Engagement – capacity and involvement</p> <p>Learning Pathways – enhanced</p> <p>Progressive Curriculum for all Learners: CfE continue refresh plans to ensuring consistency across the stages and sectors.</p> <p>Enhance Contextualised Learning: Continue to develop relevance of learning in real life contexts.</p> <p>Stronger Community Partnerships: Increase the numbers of children benefitting from sustainable activities.</p> <p>Enhanced Senior Phase Opportunities: SWEIC, College and Network East Partners Work together to enrich the senior phase offer.</p> <p>Accreditation for Wider Achievement: Capitalise on opportunities for accreditation.</p>	<p>Learning Pathways and Curriculum workstream:</p> <p>Introduction of mandatory SQA Volunteering course for S6 Pupils Extra-curricular boost opps / transport Youth work partnership / projects IDL P6-S2 / SP help study periods YPI relaunch School show relaunch Rotary/springboard relaunch Space2Grow / Harvest Festival Cadets/DofE S6 Columba SP experience Assembly plan overview Curriculum info plan</p>	<p>HT and DHTs Curriculum: Primary and Secondary ELT</p> <p>*PEF PT Employability *PEF Youth Work Staff</p> <p>Pupil Council / PLT</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p>Quality Assurance of Learning and Teaching and Self Evaluation Processes</p> <p>Fortnightly SLT Cluster meetings – L+T focus</p> <p>Pupil Voice / Stakeholder engagement</p> <p>Costs: PEF: staffing PT Emp HPD £3011 Youth Work £2000</p> <p>PEF Data for interventions: Moffat Academy: GL Assessments £856.40 SoftCat £320.14 Moffat Primary: Pips/Incas - £1653.66 Beattock Primary: 50% accelerated reading - £335 Incas/PIPS - £513.90 HT and DHTs Curriculum: Primary and Secondary ELT</p>

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Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p>School Priority 3</p> <p>Extend nurturing approaches across the school</p> <p>NIF priority Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF driver Teacher professionalism Assessment of Children's Progress Performance information</p> <p>HGIOS 4 / HGIOELCC? QIs 1.1 1.3 1.5 2.1 2.3 2.4 2.6 2.7 3.1 3.2</p>	<p>2.1 and 3.1 Ensuring Wellbeing, Equality and Inclusion 2.6 Continuity and Progression in Learning</p> <p>Comprehensive Support: Implementation of the D&G Excellence and Equity HWB Strategy along with Better Relationships, Better Learning Strategy (launch Aug 2021)</p> <p>Better Relationships: Focus on rebuilding and reconnecting relationships impacted by lockdown and remote learning</p> <p>Better Responses: Deepen the impact of self-regulation strategies and ensure consistency, ensure visibility of the school's values and reference in all classrooms.</p> <p>Equity for All: Continue to develop approaches to inclusion and equality, supporting all members of the school community to challenge discrimination.</p> <p>Broadening Participation: Continually evaluate provision to ensure that barriers to learning and participation are removed for young people and their supporters.</p>	<p>Nurture / support- work stream UNCRC roll out RRSA roll out Dine in democracy relaunch MDCC youth engagement Sensory space refresh / primary PEG Partner hub - youth justice/ youth work / police Community well-being projects, greener Moffat etc. Roots of Empathy - nursery / primary</p> <p>Cost of school day work stream School trips plan overview School uniform bank Transport subsidies Breakfast club places PEF Extra-curricular offer</p> <p>Vision/aims/values- cluster work stream Revisit values refresh work Involve all stakeholders Mural wall art/ plaque tree Marketing and Communications</p>	<p>HT and DHTs GIRFEC Primary and Secondary PTs Pupil Support ELT</p> <p>*PEF PT Pupil Support *PEF SLA Pupil Support</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p>*PEF Staffing: PT PS HPD £5433 SLA HWB £3318</p>