

FALLA HILL PRIMARY SCHOOL IMPROVEMENT PLAN 2017 / 2018



Factors Influencing the Improvement Plan

School factors

SIMD data for Falla Hill

Local context: small village school at the heart of the community

High level of LAC/LAAC pupils for a small school

Attainment gap

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Delivering Better Outcomes

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Governance report



Our School Vision, Values and Aims:

Vision Statement

Falla Hill Primary will work collaboratively to reach our full potential. We will continue to build a respectful and inclusive learning community which empowers all members to lead, learn and develop together. We are committed to ensuring equity for all and to improve the wellbeing of everyone. Through a supportive and consistent approach we will ensure our children are equipped with skills for learning, for life and for work.

Children's vision statement

At Falla Hill we will work together to be the best that we can be. We will challenge ourselves, be brave and make learning happen.

Our Values: positivity, hope, enthusiasm, respect, creativity, responsible, equality and belonging.

School Aims:

1. Learning and Teaching

To have the highest quality learning experiences: there will be a clear focus on outcomes. Lesson and programme planning will help learners achieve their full potential by

- ensuring teaching methods are innovative and appropriate to the learning styles of all children
- providing and evaluating an appropriate curriculum to match the needs of all pupils
- fostering the creativity and innovation of all learners
- developing assessment procedures as part of the planning process to ensure progression in learning
- continuing to improve resources to support the development of quality learning experiences
- further developing opportunities for learning in other environments
- promoting and recognising achievement and excellence

2. Vision and Leadership

To have a shared vision and high quality leadership at all levels with a focus on preparing young people for the future through

- ongoing liaison and planning with all stakeholders
- our continued focus on self-evaluation and reflective practices
- ongoing development of moderation to support improvement in practice
- encouraging creativity and development of all staff
- ensuring the continuation of distributed leadership

3. Partnership

To build relationships with all partnerships enabling them to be actively engaged in the life and work of the school which help meet learners' needs by

- ensuring all pupils experience all aspects of education
- support for Learning is an integral part of learning and achieving
- evaluating and building upon Cluster developments
- further developing the use of digital technology to enhance communication
- further developing links with community groups to support learning

4. People

To value the whole school community; its contribution to and responsibility for the development and direction of the school by

- continuing to develop the role of pupil voice groups through democratic means
- ensuring parents are well informed in teaching and learning in regard to their children
- working with parents and partners to evaluate current practice
ensuring parents and partner agencies are involved in planning and developing the School Improvement Plan
- celebrating success and raising expectations of all learners and their families

5. Culture and Ethos

To create an ambitious culture that supports, empowers and celebrates learning and builds positive attitudes towards skills for learning, life and work

- continuing to ensure that values of Curriculum for Excellence is at the heart of all we do
- using the GIRFEC principles and practice for improving wellbeing outcomes for children
- continuing to be an ECO school and maintaining links with our community in developing our capacity to embed the Unicef Rights of the child into everyday school life
- continuing to build our knowledge of sustainability by embedding Fairtrade principles into school culture

Falla Hill School Improvement Plan			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIO ELC Qis	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all: To raise attainment through the development of leadership of change across the whole school community (curriculum leads, pupil leadership through vertical groups).</p> <p>To raise attainment by establishing agreed approaches to learning, teaching and assessment to ensure that all children have high quality learning experiences.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3	Establish systems to involve the wider community in vertical groups to impact on improvements in school.	PT and staff leading vertical groups	Aug 17-ongoing	Minutes of vertical groups and child friendly SIP. Pupils actively involved in leading change. Pupil voice.
			Establish more robust self-evaluation processes by engaging staff, parents, pupils and partners through increased and on-going self-evaluation.	All staff, pupils and partners	Sept 17-ongoing	Questionnaires, surveys, comments, minutes, involving all stakeholders.
			All practitioners to engage in CLPL to enhance their knowledge of highly effective practice and establish systems to allow staff to reflect on and share the impact of this.	All staff		Quality assurance. Summative and formative assessment. Teacher confidence. Minutes
			Evaluate assessment folders and agree a consistent approach across the whole school. Implement assessment timetable.	All teaching staff		Assessment folders and timetable. Minutes/notes. Consistent approach.
			Establish systems to implement and evaluate change involving the wider school community.	All staff, pupils and partners		Innovation group involving the wider community to support the implementation of change and improvement: Establish parents' room and school library. Community partners to join the parent council-minutes.
			Establish systems to engage all stakeholders in building our curriculum rationale.	HT	Oct 17-ongoing	Curriculum focus group, minutes, pupil voice.
			Early level pupils learning together, with opportunities for application of learning, skills development to achieve early level benchmarks.	Nursery and P1 staff		Professional dialogue, quality assurance, teacher judgement, performance data. Pupil confidence, learning and achievement.
						Cohesive and

			<p>Staff to have increased knowledge and confidence in planning, teaching and assessing modern languages. 1 + 2 (French P1-7, Spanish P5-7)</p>	All staff (curriculum lead in ML, ST)	Aug 17	<p>progressive framework for modern languages, increased teacher and pupil confidence. Impact on pedagogy and attainment. Professional dialogue-planning tracking and attainment meetings. Quality assurance.</p>
			<p>Staff to have increased knowledge and confidence in planning, teaching and assessing science. Engage with new benchmarks to assess pupil progress.</p> <p>Audit of current resources.</p>	All staff (curriculum lead in science PS)		<p>Science framework which is cohesive and progressive. Increased teacher confidence in skills progression and benchmarks. Quality assurance. Impact on pedagogy and attainment. Professional dialogue-planning tracking and attainment meetings.</p>
			<p>Introduce AAL to extend learning capability within and out with our school.</p>	Staff from P5-P7		<p>Forward plans, learning walks, quality assurance. Twitter, school blog, plasma and website.</p>
			<p>Introduce termly 'sharing our learning newsletters' taking into account the 4 contexts of learning. Achievement assemblies. Tracking and monitoring wider achievements.</p>	All staff		<p>Termly newsletters which take into account the 4 contexts of learning. Increased evidence of wider achievements in and out of school.</p>
			<p>Extended second level (P.5-7) transition timetable with Whitburn Academy</p> <p>Revise approaches so that pupils and their parents/carers are actively engaged in transitions at all stages of learning.</p> <p>Implement approaches which support pupils to demonstrate higher levels of resilience and confidence during transitions.</p>	Primary and secondary staff	Dec 17	<p>Professional dialogue following evaluation of the impact on pedagogy.</p> <p>Transition jotters and professional judgement</p> <p>Professional dialogue meetings – are teachers more confident in reporting where children are in their learning at the</p>

							point of transition. Parent questionnaires.
<p>Improvement in Literacy for all:</p> <p>To raise attainment in literacy through agreed approaches to learning, teaching and assessment to ensure that all children have high quality learning experiences.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2		<p>Staff to engage with current data, revised progression pathways and benchmarks leading to opportunities for moderation in reading.</p> <p>Tracking of continuum of support and coordinating interventions</p> <p>Benchmarks used to identify strategies to moderate and validate achievement in reading.</p> <p>Re-visit AifL strategies through literacy</p> <p>Develop a robust ongoing assessment calendar for formative and summative assessments.</p> <p>Use of RAFA model to support targeted interventions to improve attainment in literacy.</p> <p>Class teachers to set targets for their pupils in reading and writing and discuss with them their progress and next steps.</p> <p>SEE PEF PLAN</p>	All teaching staff. AsfL coordinator All teaching staff PSW Teaching staff	August 17-ongoing	Professional dialogue with staff in planning, tracking and attainment meetings. ASN meetings Baseline assessments, summative and formative assessments. Tracking sheets School moderation. Quality assurance. Increased use of formative assessment strategies. Increased knowledge of learners needs (evidenced through dialogue) Improvements in performance. Including value added. Parent/carers engagement and views
<p>Improvement in Numeracy for all:</p> <p>To raise attainment in numeracy by establishing agreed approaches to learning, teaching and assessment to ensure that all children have high quality learning experiences.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2		<p>Staff to engage with revised progression pathways and benchmarks leading to further opportunities for moderation.</p> <p>Benchmarks used to identify strategies to moderate and validate achievement in maths/numeracy.</p> <p>Develop a robust ongoing assessment calendar for formative and summative assessments.</p> <p>Use of RAFA model to support targeted intervention to improve attainment</p> <p>Set targets for their pupils in maths and numeracy and discuss with them their progress and next steps.</p> <p>Identify the gap in numeracy use SEAL diagnostic assessments for P1 and pupils who are finding numeracy difficult.</p> <p>Use number talks to develop mathematical vocabulary each day (5-10mins).</p> <p>Maths wall in classes to show what is being taught</p>	All teaching staff PSW Teaching staff and support for learning coordinator.	Aug 17 ongoing	Professional dialogue with staff in planning, tracking and attainment meetings. Quality assurance Pupil voice – able to talk about their learning and next steps. Improvements in performance. Including value added. Quality assurance. Pupil voice Forward plans

				<p>Create holistic assessments robust plan for teaching problem solving skills - trial and evaluate</p> <p>Use concrete, pictorial, abstract in all lessons</p> <p>Application of learning-using numeracy and maths skills</p> <p>Tracking of continuum of support and coordinating interventions</p>	<p>All teaching staff, numeracy coordinator /curriculum lead(HH, SB)</p> <p>AsfL coordinator</p>		<p>ASN meetings</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>Ensure that everyone has a shared understanding of wellbeing and this is reflected in increased pupil confidence and resilience in their learning.</p> <p>To increase parental engagement through a wide range of opportunities to include parents in supporting and improving their children's learning.</p> <ul style="list-style-type: none"> • SEE PEF PLAN 	<p><input checked="" type="checkbox"/> School/ELC Improvement</p> <p><input checked="" type="checkbox"/> School/ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher/Pract Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>2.4</p> <p>2.5</p> <p>2.7</p> <p>3.1</p> <p>3.2</p>		<p>Using the RAFA framework to monitor and improve attendance and timekeeping.</p> <p>Child Protection procedure refresher training for all staff and volunteers.</p> <p>Establish revised GIRFEC systems and practice including wellbeing indicators to impact on attainment and achievement.</p> <p>Vertical group across all stages and members of the wider school community to embed RRS</p> <p>Child friendly equalities policy</p> <p>Vision, values and wellbeing indicators shared regularly</p> <p>Review Behaviour policy and improve the quality of golden time.</p> <p>Establish a PEEP programme to engage parents</p> <p>Parents partners and staff leading change.</p>	<p>PSW HT/Aims</p> <p>HT</p> <p>All staff</p> <p>RRS lead BMcL, AC, DMcC</p> <p>Pupils, parents and staff</p> <p>All staff</p> <p>Pupils, parents and staff</p> <p>PT/Parents</p> <p>Parent and staff innovation group</p>	<p>August 17 ongoing</p> <p>October 17</p> <p>Aug 17 - ongoing</p> <p>Sept 17</p> <p>Oct 17</p>	<p>Improved timekeeping and attendance impacting on performance.</p> <p>Robust safe guarding procedures.</p> <p>Tracking wellbeing indicators, child protection and restorative cards for all staff. Use circle document ASN minutes</p> <p>Evidence of RRS charters, rights and values embedded in and around the school. Minutes from vertical group meetings.</p> <p>Notes, questionnaires, policy</p> <p>Assemblies, visual representation in school. Video</p> <p>Policy shared with wider community and adhered to within school.</p> <p>PEEP programme engaging parents in place.</p> <p>New parents' room</p>

Improvement in employability skills and sustained, positive school leaver destinations for all young people:	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information						
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SUMMARY OF PROPOSALS/OUTCOMES

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact?
<p>Literacy To improve language acquisition, build and develop vocabulary and improve understanding of the written word.</p> <p>To create a culture of reading and build pupil confidence and enjoyment of reading.</p> <p>To raise attainment in reading, writing and spelling.</p> <p>To build leadership and engage parents.</p>	<ul style="list-style-type: none"> ✓ Use CEM data and SWST to identify pupils and then assess on YARC to establish baseline (L&T), (L) ✓ Undertake Word Aware training (all teaching and support staff) (L&T) Purchase word aware books. Asfl coordinator working in all stages nursery-P7 ✓ Undertake UoE 'Improving Children's Reading' course - all staff (L, L&T, F&C) ✓ Introduce Early years tracker and learning journeys in the nursery. ✓ Complete Language Links assessments infant and junior (L&T) ✓ Develop school library (led by pupil council) (F&C) (L) (L&T) ✓ Introduce word shark for dyslexic pupils (L&T) ✓ Introduce reading wise for P5-P7 with a focus on decoding or comprehension depending on child's need. (L&T) Use of current standardised assessments to identify groups and YARC to provide baseline assessments. ✓ Teacher with additional duties to oversee targeted groups/interventions. (L) (L&T) ✓ Set up 'big bedtime read' in the nursery (L) (L&C) (L&T) ✓ Purchase and arrange training for an on-line spelling resource to assess pupils' attainment in spelling, identify gaps and starting points. SWST: 	<ul style="list-style-type: none"> ✓ Targeted pupils (P5-P7.) Key strategies and interventions identified and closely monitored by PEF member of staff. Improve reading attainment within targeted groups. Percentage of pupils predicted to be broadly on track within the expected level by June 18: P5 61%, P6 73% and 67% in P7. ✓ Increased vocabulary in the nursery evidenced through Renfrew Word Finding Test. Baseline yet to be established. ✓ Early Years Tracker and learning journeys. Data collection at the start and the end will show impact of their learning. ✓ Raised attainment in reading with pupils falling just below average. Pupils to increase reading attainment and have more strategies available to them to tackle reading tasks. Percentage of pupils predicted to be broadly on track within the expected level by June 18: P1 71%, P2 67% P3 93%, P4 83% and P5 61% Complete more extended pieces of writing using a wider range of vocabulary and more complex range techniques. ✓ Consistency and commonality across the school and better understanding of the teaching of reading and different strategies to meet learner' needs. Evidence of a range of strategies used to teach reading and engage pupils: measured through quality assurance: SCP and pupil voice. Increase in enjoyment and attainment in reading (see above) ✓ Positive impact on reading, within targeted groups in P1, 2, 3, 4 and 5 using infant and junior language links. Showing an increase in achievement of a level by June 18 (see above) Building staff capacity and pupil confidence in reading. Pupils reading for enjoyment and participating in school library. ✓ Develop pupil leadership at all levels through a range of vertical groups and improving partnerships with other agencies by engaging them more in school improvement. 	<ul style="list-style-type: none"> ✓ QA procedures (observations, plans, learning walks, displays, pupil conversations) ✓ Parental feedback and evaluations will be collated at events (speech bubbles) and collated and shared with all stakeholders through newsletters/meetings. ✓ Comments in big floor books ✓ Attainment data (CfE, standardised) ✓ Baseline assessments – tool yet to be identified for word aware, YARC being used for reading wise baseline (P5-P7) after pupils are identified from May standardised assessments and professional dialogue. Impact measured through ongoing assessments, both formative and summative. Assessment data collected by staff. ✓ POLAAR and infant language links for P1 baseline. Impact measured overtime with summative and formative assessments. ✓ Using standardised assessments/teacher judgement as a baseline P2-P5 pupils will be identified for infant and junior language links ✓ Phonological Awareness Battery (PHAB)- impact measured through ongoing formative and summative assessments. ✓ PRD and professional dialogue Tracking and monitoring evidence overtime collated at termly planning -staff will revisit their targets in January to assess progress. and tracking meetings ✓ Pupil voice as part of quality assurance – collated and reported by SMT to class teachers. ✓ Attendance at events – improve by 20%. Comments will be collated by staff leading the event and act as a measure of engagement ✓ Family learning questionnaire to ensure that parents are able to access what they are looking for. ✓ CLPL- staff confidence measured before and after training events. ✓ Tracking of continuum of support by Asfl co-ordinator ✓ Enthusiasm for support with new initiatives – library and parents' room. Numbers using the resource. ✓ Increase in the number of pupils actively engaged in reading and choosing to visit the library. Measured by CT when classes visit. ✓ Response from parents to attend family learning events offered. Measure how confident they feel before and after the event using short questionnaire.

	<p><i>digital primary annual licence (L&T)</i></p> <ul style="list-style-type: none"> ✓ <i>Develop an annual parental engagement programme with a range of opportunities to engage parents in their child's learning and the life of the school including achievement assemblies. (F&C) (L&T)</i> ✓ <i>Introduce learning and teaching strategies to newsletters, website and blog for parents to use. (F&C) (L&T)</i> 	<ul style="list-style-type: none"> ✓ <i>Increased support for reading at home through a range of opportunities for family learning, big bedtime read and school library.</i> ✓ <i>Developing a strong reading culture across the whole school- impact evidenced with the number of pupils accessing the school library and big bedtime read.</i> ✓ <i>Increased vocabulary, raised attainment in literacy for dyslexic pupils. Data showing an increase in both summative (+2 months) and formative assessment.</i> ✓ <i>Improved attainment across targeted groups in P1-7 with 85% of pupils achieving a level by 20/20</i> ✓ <i>Developing leadership and confidence, parents more confident to read to their child and pupil enjoyment of stories and books.</i> ✓ <i>Improve spelling attainment and increase pupil confidence in transferring strategies into writing. SWST digital tool will provide baseline data and show impact of strategies used through ongoing summative and formative assessment.</i> ✓ <i>Increased parental engagement by 20% through rolling programme of events and a greater understanding of pupils' learning and wider achievements.</i> ✓ <i>Learning and teaching strategies to use at home will impact on pupil's learning and achievement and further engage parents in the life and work of the school. Data will be collated at events and feedback given to all stakeholders.</i> 	<ul style="list-style-type: none"> ✓ <i>Surveys (forms) to collate what parents think of the interventions/improvements and next steps.</i> ✓ <i>SWST digital tool to provide attainment data and next steps in learning.</i> ✓ <i>Parents' accessing the 'big bedtime read' and books in parents' room.</i> ✓ <i>Willingness of volunteers to work in classes and with vertical groups to increase by 50%</i>
<p>Numeracy</p>			
<p><u>Health and Wellbeing</u></p> <p>To improve pupils HWB, resilience and attitudes to learning.</p> <p>To increase pupil fitness and engage with community partners.</p>	<ul style="list-style-type: none"> ✓ <i>Establish a baseline of HWB data using GMWP (L&T)</i> ✓ <i>Analyse the data and target key pupils (L&T)</i> ✓ <i>Set up app using 'forms' to identify challenges in the playground – staff will address these and monitor progress. (L&T)</i> ✓ <i>To begin to develop nurturing schools (L&T)</i> ✓ <i>Teach HWB using 'bounce back' as a tool to work on the areas/pupils identified in the baseline assessments or whole class whichever is appropriate. (L&T)</i> ✓ <i>Use of wellbeing webs to identify progress</i> ✓ <i>Establish a rolling HWB programme for all classes with increased use of local facilities.(L)</i> 	<ul style="list-style-type: none"> ✓ <i>Improvement in pupil's resilience, mind set and attitudes to learning which will then impact on learning and achievement. Evidenced from baseline data using GWB tool.</i> ✓ <i>Pupils being in a 'better place' to learn</i> ✓ <i>Improvement in playground behaviour and fewer incidents to be dealt with after breaks.</i> ✓ <i>A wealth of data will be generated as a baseline for staff and they will use this to target key areas within their classes.</i> ✓ <i>Use of forms to collate playtime data which teachers will use in classes to target key behaviour issues. Overtime this will show a decrease in poor behaviour.</i> ✓ <i>Data collated at the end will show an improvement in</i> 	<ul style="list-style-type: none"> ✓ <i>Educational Psychologist will collate data in September for Bounce Back- Resiliency programme-</i> ✓ <i>Impact measures: Glasgow Wellbeing Tool (online-50Questions)-(P5-P7)</i> ✓ <i>Boxall profiles</i> ✓ <i>Strengthens and Difficulties Questionnaire (paper copy- Parent online-Teachers) (P4 –P7)</i> ✓ <i>Glasgow Wellbeing Tool (paper, 20 Questions)- p4</i> ✓ <i>Early Years Assessment? TBC</i> ✓ <i>Data will be collected at the time of the events and reported to all stakeholders.</i>

<p>To improve the HWB of parents – workshop approach on areas that parents request.</p> <p>Financial support and workshops for parents</p>	<p>(L&T)</p> <ul style="list-style-type: none"> ✓ Survey parents to find out what support they would like and build a programme around this for their own and children's' health and wellbeing. (F&C) ✓ Implement and evaluate the programme supported by J. Turnbull (F&C) ✓ To identify the needs of the parent body. ✓ Implement and evaluate the programme. (F&C) 	<p><i>pupil's health and wellbeing and engagement in a range of health and wellbeing activities.</i></p> <ul style="list-style-type: none"> ✓ Improved fitness and relationships with community partners evidenced through engagement with local centres. ✓ Improvement in parents understanding of how to support their own and their child's wellbeing. ✓ Programme, led by John Turnbull, devised to meet the needs of the parent group. ✓ <i>Iain McIntosh. Financial literacy officer will lead this. Improvement in parents' financial situation and understanding. Impact on family health and wellbeing.</i> 	<ul style="list-style-type: none"> ✓ Robust programme to teach HWB evidenced through planning and tracking meetings and sharing classroom practice. ✓ Increased number of partners working with the school and pupils.
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PEF Priority	Proposed Actions & Resources	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact?
Across Learning	<p><i>Central PEF Posts:</i></p> <p><i>Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.</i></p> <p><i>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</i></p>	<p><i>This team will support schools as follows:</i></p> <p><i>Identifying the gap and providing a baseline</i></p> <p><i>Assist with sourcing appropriate staff and resources to fulfil the intervention strategies</i></p> <p><i>Assist with measuring the impact of the strategies</i></p> <p><i>Sharing good practice across the schools to assist with 2018 planning</i></p> <p><i>Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff</i></p>	<p><i>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed at closing the gap.</i></p> <p><i>A decision will be made in March 2018 if these posts should be extended beyond this date.</i></p> <p><i>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</i></p>