

Priority two: To raise attainment in reading and writing P1-7. To increase attainment in numeracy in P2-3. And to identify and our attainment gap and improve outcomes for our most vulnerable children in literacy and numeracy.

Data / evidence that informs this priority: We have identified that the attainment of pupils have dipped, some time for the Sounds Write reading and writing approach is

National Improvement Framework Key Driver	HGIOS4 QIS	Outcome: What do we want to improve/change? Who is the target group? By how much? By when?	Interventions: What are we going to do? How are we going to do it?	PEF Funding Allocation	Measures: How will we measure this? What does "better" look like? How will we recognise better when we see it?	Impact: What was successful? Ongoing challenges? Future planning and actions?
6, 4	3.2, 2.3	Writing: Our target for next year will be to raise attainment levels in writing across the school in each year group to ensure that at least 75% of pupils will achieve the level expected for their stage. This means that the following increases will be needed.	Creating a robust writing framework focusing on high quality sentences and paragraph construction,P4-7 DHT to create a robust policy and progression in writing. Working Party.		<ul style="list-style-type: none"> •5% in P2 •10% in P3 •10% in P4 •6% in P5 •2% in P6 •7% in P7 	
			P1 staff to use Foundations of writing and to begin Sounds Write Aug 2021		Earlier engagement with phonics / writing. The programme will start by the beginning of September in P1.	
			P2 and P3 staff to be trained in Talk for Writing June 2021 to use Talk for Writing from September. Working groups to embed the programme	£864	Talk for writing to become an integral part of P2 and P3 class lessons.	
			Sounds write to be embedded in P1-3 new staff to be trained. P4 staff to be trained in Sounds Write.		Pupils in P3 and P4 will be taught by staff who have all completed Sounds Write training.	

			Covid Support teacher to work Morning in P4 / and afternoons with a focus on P2/3 focus on literacy and numeracy.		Pupils identified in need of support to achieve the level will attain the level as a result.	
6,4	3.2,2.3	Reading levels: Our target for next year will be to ensure that 85% of pupils in P1 and 2 will achieve the level, 75% of pupils from P3-7 will achieve the level. This will mean an increase of;	Continue to embedd the Sounds Write Approach. All staff in P1-4 to be fully trained, policy and programme to be created and adopted for use P1-P4 - Working Group Pupils in P1-3 will be taking part in sounds write lessons 4 days out of 5 each week from the 2nd week of term.	6480	We will see and increase by the following percent: <ul style="list-style-type: none"> •9% in P1 •8% in P2 •11% in P3 •10% in P4 •6% in P5 •2% in P6 •7% in P7 	
			Phonics books to be purchased for P1-3 use. £6000 Cooke Aqua Culture Grant		All pupils in P1-3 will have access to all the reading resources they require.	
			SFLT to create a Dyslexia Policy for the school which provides clear guidance on the assessment of Dyslexia and provides identifiable next steps for the class teacher, parents and pupils. SFLT - 7days	1960	Increased numbers of pupils with a formal diagnosis, from 0 - 15 over the course of the year.	
			Support for learning teacher time will be targetted to support pupils in the upper school who are at present unlikely to achieve their literacy targets.		Pupils will make progress within the Sounds write scheme and to close the gap between them and the rest of the class.	

			SFLT to provide additional support for individual pupils and groups at P5/6. DHT to support P7 pupils. DHT to provide support P2. DHT time will be planned and targetted over the course of the year.		Pupils identified as requiring support will be able to achieve the level for age and stage.	
6,4	3.2,2.3	Listening and Talking: To increase listening and talking levels across all classes ensuring that 90% of all children in every class attain the levels they should.	Daily additional support for these pupils identified within the attainment gap.		Pupils attainment in the following year groups will have increased by: <ul style="list-style-type: none"> •5% in P3 •3% in P4 •13% in P5 •5% in P6 •6% in P7 	
			Staff to focus on the whole range of benchmarks and to be aware of behaviour bias.			
6,4	3.2,2.3	Numeracy: To raise numeracy attainment in P3-4 by 15%	To provide additional Covid support to P3 / P4.		Pupils in P3 and P4 levels will have increased by 15%.	
			The whole school to participate in the moderation of numeracy.		Early identification of pupils at risk of the attainment gap.	
			P4 numeracy moderation activity with Local Authority.		Standardised expectations for pupils across the Local Authority. Confidence in staff will have increased over time following a tracking survey used during the moderation training.	
			Staff to participate in CPD training in regards to cognitive load theory in order to apply learning from the Sounds Write programme to better support the teaching of maths.		Lessons where pupils have less cognitive load and can focus on learning.	

			Staff to audit current maths resources and to build a structure within which support lessening cognitive load, build on practise and rehearsal, includes concrete materials along mental maths through a clear plans - Working group.		Clear planning structure and teaching framework created for staff to use.	
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NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information (PEF) denotes interventions/activities funded through Pupil Equity Funding Page

How good is our school 4 Quality Indicators. 3.2 Raising attainment and achievement, 2.3 Learning, teaching and assessment 2.4, 6 Personalised support 2.6 Transitions