



# Bonnyrigg Primary School

Midlothian



## Standards and Quality Report 2020-21 Improvement Plan - Year 2021-22



# **Contents – Standards and Quality Report**

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## 1. Context of the School

Seen as one of the principal towns in Midlothian, Bonnyrigg is located in mid-north Midlothian close to other settlement areas such as Loanhead, Dalkeith and Newtongrange.

The town centre mostly dates from the 19<sup>th</sup> century, though buildings at the main crossroads were rebuilt in the 1960s. Bonnyrigg town centre is still home to a weekly market. The area has a selection of shops. There are several examples of successful companies located in the area and a noticeable increase in the numbers of those self-employed. Only 4.1% of the population are unemployed.

In the Bonnyrigg/Lasswade locality 36.6% of households are not deprived in any dimension.

On all scales of language proficiency, there is a high level of residents who have a good proficiency in English. 3.8% of the population have proficiency in another language.

Bonnyrigg Primary School is one of the five primary schools within the town of Bonnyrigg and one of the eight primary schools which feed into Lasswade High School. The Bonnyrigg community is growing rapidly as new houses continue to be built. By 2037, Midlothian's population is expected to have grown by 17.7% in total. The largest projection is with people aged 50 and over, increasing by 46.8%.

Bonnyrigg is within easy commuting distance to Edinburgh with access via the new Borders Railway, an excellent bus service and good road links.

Bonnyrigg Primary School is a co-educational, non-denominational school. It has 15 classes with a roll of 489 pupils including full time pupils in the nursery. In session 2020/21, 0.2% of our pupils lived in SIMD 1-2 and 37.8% live in SIMD 9-10. 6.7% of our P1-7 pupils received Pupil Equity Funding. This session we had 1 care experienced children and 1 child on the Child Protection register. We have 15 pupils with English as an Additional Language.

In session 2020-21 we had a staff team of 58 including 2 newly qualified teachers. Our Senior Leadership Team consisted of a Head Teacher, 2 Deputy Head Teachers with some class commitment and 2 Principal Teachers.

We have continued to benefit hugely from the weekly support of our Play Therapist who provided both a drop in service and individual/filial therapy for a number of children.

## 2. How our vision, values and aims were developed and how our stakeholders were consulted.

In session 16/17, staff, pupils and parents all participated in a session identifying aspirational words to answer the following questions:

- What do we want parents and the wider community to feel/think about the school?
- What do we want pupils to be by the time they leave Bonnyrigg Primary School?
- What do we want staff to feel/think about the school?

We then created a Wordle using all of these words.

In Session 2017/2018 staff and parents participated in a session on Vision. We held a pupil conference to do the same with our children. These sessions were led by Claire Lavelle from the 'Hive of Well Being'. Responses from these sessions were then distilled to give us our key values and a new vision for the school.

In session 2018/ 2019 Claire Lavelle helped us to finalise our aims as a school in consultation with Pupil Council.

In session 2019/20 our vision, values and aims are on display around the school and in all classrooms. They are referred to by teachers on a regular basis and are highlighted regularly in assemblies. We have purchased a mat at the front door that displays our values. These are also included on our letterhead.

In session 2020/21 staff continued to embed our vision, values and aims within our school community through virtual assemblies and through the ethos of the school.



## 4. Review of Progress and Impact in Session 2020/21

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"><li>1. Improvement in attainment, particularly literacy and numeracy</li><li>2. Closing the attainment gap between most and least disadvantaged children</li><li>3. Improvement in children and young people's health and wellbeing</li><li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li></ol> <p><u>NIF Driver(s)</u></p> <ul style="list-style-type: none"><li>• School Leadership</li><li>• Teacher Professionalism</li><li>• Assessment of Children's Progress</li><li>• Performance Information</li><li>• Parental Engagement</li><li>• School Improvement</li></ul>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change      1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection      2.2 Curriculum 2.3 Learning, teaching and assessment      2.4 Personalised support 2.5 Family learning      2.6 Transitions      2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
<p><b>Priority 1: Nursery-Progress and Impact</b></p> <ul style="list-style-type: none"><li>• <i>Increase opportunities to develop phonological awareness and rhyme.</i> Staff have done training in phonological awareness, they are using their knowledge with the children, but it is not yet being evidenced in planning</li><li>• <i>Planned targeted experiences/opportunities for literacy and numeracy (focus on reading and writing in literacy).</i> Staff have made some progress with this but have had to focus more on the health and wellbeing of the children</li><li>• <i>Staff to use Key Learning Priorities for each child to ensure progress is tracked across Literacy/Numeracy and HWB and to ensure that staff know where each child is in his/her learning.</i> Some staff reports for pre-school children show an improved awareness of numeracy and literacy development</li></ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"><li>• Staff will plan more consistent/detailed opportunities for developing phonological awareness and evidence this in their planning</li><li>• Support staff to build knowledge of the progression pathways and evidence this in planning and learning journals</li><li>• Build consistency in setting appropriate key learning priorities for children, ensuring that the targets are achievable within a shorter time scale</li></ul> <p><b>See plan for session 21/22</b></p>	

### NIF and Midlothian Priority

- 1.Improvement in attainment, particularly literacy and numeracy
- 2.Closing the attainment gap between most and least disadvantaged children
- 3.Improvement in children and young people's health and wellbeing
- 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

### HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change      1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection      2.2 Curriculum
- 2.3 Learning, teaching and assessment      2.4 Personalised support
- 2.5 Family learning      2.6 Transitions      2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

### **Priority 2: Included, Engaged and Involved: Wellbeing and Equity**

- *To welcome everyone back to school in a way that enables staff, pupils and parents to feel safe.* Staff scaling task completed. This showed a good level of wellbeing among staff. Questionnaires to parents showed that most children and families felt safe coming to school.
- *To focus on HWB using the 'Recovery Curriculum' to reconnect.* Staff delivered the curriculum with a particular focus on HWB following lockdown. There were few reported incidents which evidenced that children were generally happy and secure.
- *Support families through use of Play Therapy, Seasons for Growth.* It was not possible to run Seasons for Growth groups due to "bubbles". Play Therapy has continued and Art Therapy and MyPas Counselling have been introduced. Children accessing these services are spending almost all of their time in class and are showing improved resilience.

### **Next Steps:**

- Staff will continue to monitor pupil wellbeing, and identify needs and the resources required to meet these

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### **Priority 3: Quality Learning and Teaching in Reading and Writing**

- *Use Highland Literacy progression pathways in writing, reading and listening & talking across the school.* All staff have trialled the writing pathway. Some staff also trialled the reading and listening and talking pathways. Staff have a clearer idea of where the children are in writing and will pass the trackers on to the next teacher.
- *Professional reading related to Pie Corbett.* Talk 4 Writing training was postponed. Staff did professional reading linked to James Clements and professional dialogue from this reading. Staff have an agreed understanding that a good writing lesson should link to reading. Some staff also engaged in professional reading and informal professional dialogue relating to the work of Jane Considine. Some staff also trialled "Wraparound Spelling", reporting that children were more engaged in spelling lessons and used the spelling patterns in their extended writing. P1 staff did "Helicopter Story" training. This enhanced storytelling within Primary 1.
- *Lesson study approach to writing initially with a stage partner.* It was not possible to complete this due to Covid, however, we planned and delivered a shared writing experience using a Pie Corbett approach. Staff reported that an increased number of children were seeing themselves as writers and are taking more risks in writing. All children made progress with instructional writing. Staff trialled West Lothian peer and self assessment placemats. There is an increased awareness amongst the staff that they need to teach the children how to peer and self assess. P3 and P4 staff did professional enquiry using these placemats. Although progress was limited, possibly due to time restrictions, children were beginning to show an increased ability to peer and self assess.
- *Create a new system to analyse SNSA data.* Due to lack of data from the previous session, this priority could not progress.

### Next Steps:

- Create a new system to analyse SNSA data.
- All staff will use all the Literacy progression pathways – either paper copies or Principal Teacher’s digital trackers, which help analyse the data and the progress to inform next steps and achievement of a level.
  
- Pie Corbett Talk 4 Writing training for all teaching staff.
- Professional reading of “Hooked on Books” by Jane Considine.

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### NIF Driver(s)

- School Leadership

### HGIOS 4 Quality Indicator(s) / HGIOELC

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- Teacher Professionalism
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#### Priority 4: Lifelong Learning and Career- Ready Employability

- Continue to develop work on Resilience using the Edinburgh 'Resilience' pack to develop a whole school approach. Some of the Resilience pack was covered in virtual assemblies. Staff report that children continue to use the toolbox and show improved resilience.
- Complete work started with staff on 'Resilience' with Play therapy Base. This was unable to happen due to Covid.
- Use the 'World of Work' tool with P4-7 to increase awareness of the range of jobs and of own skills and attributes. This was unable to happen due to Covid.
- Develop a reflection and planning tool for pupils taking on responsibilities in school. Pupils have been unable to carry out responsibilities due to Covid.
- ASG careers event. This was unable to happen due to Covid.

#### Next Steps:

- Encourage staff to use the "World of Work" tool.
- Continue to use the "Resilience" pack to build resilience.
- Introduce resilience toolkit to all classrooms.

#### NIF and Midlothian Priority

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#### HGIOS 4 Quality Indicator(s) / HGIOELC

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#### NIF Driver(s)

- School Leadership
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2.3 Learning, teaching and assessment 2.4 Personalised support

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#### ASG Priority 1: Numeracy and Science

- *Create a shared understanding and consistent approaches to the learning and teaching of numeracy and Science across the Lasswade ASG.* The Numeracy Development Officer for the ASG continued to support staff as required. LHS bought GL assessments for entire ASG P7s pupils to support transitions.
- *Numeracy Coordinators meet to discuss plans for moderation and tracking spreadsheets.* Numeracy coordinators plan to introduce a tracking sheet to staff in August, in order to ensure consistency across the ASG.
- *Creation of ELC numeracy group to support with transition, including training in the use of new ASG Numeracy tracking system.* A session was held for all Bonnyrigg ELC staff on the SEAL approaches. Links have been made between the ELC and the Numeracy Development Officer to support a particularly able ELC pupil. One Senior EYP has observed the Numeracy Development Officer carry out an assessment.

Unfortunately, due to Covid, there was no lesson study in Science.

#### Next Steps:

- See ASG Plan for numeracy

#### NIF and Midlothian Priority

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#### HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

#### NIF Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
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#### **ASG Priority 2: P6 Early Intervention Programme**

- *Establish a year-long P6 programme built on early intervention and prevention strategies to: empower families and enable them to engage in their children's learning and life at school; support the transition into secondary school for vulnerable families.*

Unfortunately, due to Covid, there was no programme put in place.

#### **Next Steps:**

- TBC

## **6. Successes and Achievements in Session 2020-21**

## **Leadership & Management**

- Robust systems track on/off/exceeding attainment
- Permanent PT Kate Brandwood appointed
- Our risk assessment and continuous self-evaluation has supported staff wellbeing and pastoral support
- Two new Learning Assistants employed
- Staff in the ELC have taken on responsibility for developing different areas

## **Learning Provision**

- Continued tracking meetings held with class teachers, SLT and Sfl teachers to identify children not on track and discuss support. Also looking at challenge for more able pupils
- Strong support plans continue to be in place of individual pupils
- Several pupils in P7 working within Third Level in Literacy and Numeracy
- Our PEF money continues to fund our Play Therapists who support individuals with specific needs including anxiety and loss
- Art therapy and MyPas funded for specific pupils
- Continued to use Edinburgh 'Resilience' pack through virtual assemblies, to support strategies to build pupil resilience
- Many members of staff continued to trial Pie Corbett approach to writing
- Draft Technology progression pathway created
- Draft RME progression pathway created to be trialled in session 2021/2022
- Draft Art progression pathway created to be trialled in session 2021/2022
- DHT trained in RSHP
- Staff trialling RSHP unit
- Successful remote learning – staff confidence/competence in ICT increased exponentially
- Staff page to share resources on Glow
- ASG Numeracy training, including presentation by Bonnyrigg PT
- Children returning to ELC were supported well by all staff
- Staff worked with external agencies to support children, where necessary
- ELC planning has become more focused
- More children are engaging in outdoor learning in all weathers
- Waterproofs and wellies have been provided to support outdoor learning in the ELC

- Learning outdoors is becoming increasingly responsive to the interests of the children in the ELC
- All ELC children now access full days in the nursery
- Children now have school lunches and are more regularly eating the meals on offer in the ELC
- ELC Staff continued to engage with parents through lockdown; using SeeSaw, Twitter, phone calls
- ELC staff have continued to communicate with parents on a regular basis; Twitter, information board, chats over the fence, regular newsletters, wellbeing/progress phone calls

## **Successes & Achievements**

- JRSO pupil group run by our NQTs
- Innovative alternatives provided for sport activities
- P7 took the lead in the school garden
- Planning of playground improvements with parent council
- P4 took part in football sessions
- P5 and P6 took part in American football sessions
- P7 children were house captains
- Session for parents on anxiety provided by CAMHS
- Continuing Mandarin sessions from LHS
- Learning Assistant conference focusing on a variety of ASN topics
- Full time places in nursery
- Staff working closely with families, using new tools
- Communication with parents has been positive, and supportive for both staff and families – parents' consultations held over the phone
- Some staff trained in epilepsy awareness
- Staff trained in asthma and epi-pen awareness
- Parent Council meetings have been very supportive and productive
- Virtual assemblies were a success
- Midlothian Council provided digital technology for families who required it
- Class set of chromebooks provided
- ASN needs being met quickly by Digital Learning Team within Midlothian Council
- Read Write training done by staff
- P5 children created Christmas decorations for Care Home
- Virtual church service at Christmas and Easter

- Virtual nativity shared with parents securely
- P7 children have improved the virtual tour for new P1 pupils
- Virtual P1 transition
- Successful virtual P7 transition and in-person for those that require it.
- Virtual P7 leaving assembly
- EYP completed BA
- All staff completed STEM training
- Modern Apprentice completed SVQ

## **7. What is Our Capacity for Continuous Improvement?**

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4	NA	-
2.3 Learning, Teaching and Assessment	4	NA	4
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	5	NA	-
3.2 Raising Attainment and Achievement/ Securing Children's Progress	4.5	NA	4

## Part 2: Midlothian Education Improvement Planning – 2021-22

<b>Establishment</b>	Bonnyrigg Primary School
<b>Area</b>	Education, Communities and Economy
<b>Session</b>	2021/22
<b>Planning Cycle</b>	Year 3 after HMIE

## **Contents – School Improvement Plan**

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

## MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p><b>a)</b> improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p><b>b)</b> innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p><b>c)</b> pedagogy, play and progression across Early Level</p> <p><b>1.2</b> improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p><b>1.3</b> identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p><b>2.1</b> Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> <li>● Nurture</li> <li>● Attendance and Engagement</li> <li>● Family Learning</li> <li>● ASN</li> </ul> <p>Embedding the principles of UNCRC and The Promise</p> <p><b>2.2</b> Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> <li>● HWB curriculum development</li> <li>● local authority, school and community supports</li> </ul>	<p><b>3.1</b> Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p><b>a)</b> empowering leaders at all levels, leading to an empowered system</p> <p><b>b)</b> improving quality of leadership at all levels, including leadership of learning</p> <p><b>c)</b> delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p><b>d)</b> developing a Parental Engagement Strategy</p>	<p><b>4.1</b> Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <p><b>a)</b> carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p><b>5.1</b> Deliver Best Value through:</p> <p><b>a)</b> reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p><b>b)</b> robust workforce planning.</p> <p><b>c)</b> DSM Review</p> <p><b>5.2</b> implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

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## 2. Priority Summary and High Level Strategic Targets

NIF Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>Improvement in attainment, particularly literacy and numeracy</p> <p><b>Priority 1-ELC</b></p>	<p>QI 2.3</p>	<p>See extended ELC action plan</p>	<p>Caroline Findlay</p>	<p>See extended ELC plan</p>
<p>Improvement in children and young people's health and wellbeing</p> <p><b>Priority 2- Nurture</b></p>	<p>QI 3.1</p>	<p>Every school will:</p> <ul style="list-style-type: none"> <li>● Appoint a Nurture Lead to support the development of whole school nurture</li> <li>● Complete a self-evaluation audit to identify areas of strength and target development needs</li> <li>● Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs</li> </ul> <p>The Education Service within the Directorate will</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p>

		<ul style="list-style-type: none"> <li>- Circulate termly Nurture Newsletters to schools - showcase good practice and share learning about how to apply whole school nurturing approaches</li> <li>- Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian</li> </ul> <p>Nurture Leads will</p> <ul style="list-style-type: none"> <li>- Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term).</li> <li>-</li> </ul> <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p>	<p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p>	<p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school</p> <p>Baseline evidence - focus group with Nurture Leads, June 2021</p> <p>Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>
<p><b>Improvement in attainment, particularly literacy and numeracy</b></p> <p><b>Closing the attainment gap between most and least disadvantaged children</b></p> <p><b>Priority 3- Digital</b></p>	<p>QI 2.3</p>	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> <li>• Half day in service training in Aug, focusing on new systems and processes</li> <li>• Half day in service training in Jan, focusing on professional learning in digital pedagogy</li> </ul> <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leaders in each school</p> <p>See Key Actions</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p>
<p><b>Improvement in attainment, particularly literacy and numeracy</b></p>	<p>QI 2.3</p>	<p>See extended action plan</p>	<p>Caroline Findlay</p>	<p>See extended plan</p>

<b>Priority 4- Quality Learning and Teaching in Reading and Writing</b>				
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Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1 – ELC-digital	2. 3		Digital pedagogical approaches are used in the ELC more consistently to support learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Half day in service training in August focusing on new systems and processes.</li> <li>• Half day in service training in January focussing on professional learning in digital pedagogy</li> <li>• Three Mandatory e- learning modules linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</li> </ul>	August 2021 January 2022	All staff Digital learning Team Susan Crawford	In service training from digital learning team E learning modules/professional dialogue

Evidence of Impact on Learners – How Do We Know?
<ul style="list-style-type: none"> <li>• Equity of access for learners baseline, August 2021</li> <li>• Equity of access for learners measure, May 2022- should be 100%</li> <li>• Staff confidence baseline in use of digital platforms August 2021</li> <li>• Staff confidence measure in use of digital platforms March 2022</li> </ul>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1 – ELC-nurture	2. 3		Children are settled and happy in the ELC Children get the right support at the right time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Staff will respond to the needs of individual children by communicating regularly with parents/carers</p> <ul style="list-style-type: none"> <li>• Completion of personal learning plans to be reviewed every 6 months</li> <li>• Wellbeing phone calls/meetings before starting and twice during session</li> <li>• Staff are available for informal chats with parents/carers at the beginning/end of the day (This may need to be chats over the fence or email communication)</li> </ul> <p>All staff have an increased awareness of the 7 principles of nurture</p> <p>Develop a shared language which is used when talking about and to children</p> <p>Survey of parents and conversations with children will give us a baseline to be reviewed next session</p>	<p>Meetings at enrolment for new starts and at start of term for returners Further meetings in January</p> <p>In service training from nurture leads</p> <p>January 2022</p> <p>September 2021</p>	<p>Key workers</p> <p>Nurture Leads</p>	<p>Time at team meetings for shared discussions about individual children</p> <p>Professional reading Midlothian training sessions</p> <p>Professional reading/dialogue from Paul Dix ‘After the Adults Change’</p>

Evidence of Impact on Learners – How Do We Know?
<p>Personal Learning Plans, GIRFEC folders and Learning Journals show that children are settled and happy in the ELC and that their needs are being met. Staff are using a consistent language in the ELC when speaking to or about children- informal observation of interactions in the ELC Parents report that their children are happy and settled in ELC- questionnaire Staff knowledge of 7 Principles of nurture – baseline and follow up questions</p>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1 – ELC-attainment			<ul style="list-style-type: none"> <li>• Children will demonstrate increased phonological awareness</li> <li>• Children will demonstrate improved skills in early level number</li> <li>• All staff will know where their children are in literacy and will be able to plan next steps in learning</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Use Highland Literacy website to ensure learning opportunities for phonological awareness are maximised</li> <li>• Increase staff confidence in the progression of skills in Early Level Numeracy</li> <li>• Ensure all staff are planning for phonological awareness and numeracy as part of daily/weekly planning</li> </ul>	By October 2021 By March 2022 September 2021	All staff Claire Haddon SEYP – Planning	ELC PT sessions on Planning led by SEYP

Evidence of Impact on Learners – How Do We Know?
Learning Journals/key learning priorities will show progression for children in phonological awareness and in numeracy skills Daily planning and weekly setting of next steps will show clear plans for numeracy and phonological awareness Self Evaluation will show increased opportunities for numeracy development Self Evaluation will show increased opportunities for numeracy development

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2- Nurture			Children will be settled and happy in school and will be getting the right support at the right time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Survey of pupils/parents and focus group questions will give us a baseline of where we are in terms of nurture.	September 2021	SLT questionnaires and focus groups	Questionnaires
Staff knowledge of 7 principles of nurture is increased	TBC	Nurture lead/professional reading/dialogue	Support from Nurture lead group
Introduction of ‘Zones of Regulation’- staff	TBC	Fiona Brown	Termly Nurture Newsletters
Pupil presentation about zones of regulation for parents	TBC	Primary 7 pupils	
Recap previous work on Paul Dix and extend the shared language which is used when talking about and to children	TBC		

Evidence of Impact on Learners – How Do We Know?
Children will be settled and happy in school and will be getting the right support at the right time Evidence will be seen in GIRFEC folders

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3- Digital	2.3.3	<ul style="list-style-type: none"> <li>● Create a shared understanding of Digital Technology expectations across Bonnyrigg Primary School by developing staff skills and confidence in using new technology.</li> <li>● Use consistent and innovative approaches to the learning and teaching of Digital Technology to improve engagement, confidence and progress.</li> <li>● To embed the use of Digital Technology across staff and learners</li> </ul>	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Whole staff training on Digital Technology	August Inservice 2021 January Digital Festival June 2022	ASG Digital Technology Group  SLT  Digital Leader	<ul style="list-style-type: none"> <li>● Training Videos provided from Eilidh MacKay and Colin McCabe</li> <li>● Migration of staff email system to Google Workspace</li> <li>● Training for staff on Google Workspace - videos available on Digital Learning Team Website</li> <li>● Introduction of 1-1 devices for all children – by February as long as no delays to roll-out</li> <li>● Learning Technologists to be available when ASG Digital Technology Groups expand – will visit school once every 2 weeks to provide support, training, team teaching, etc</li> <li>● Staff to take more responsibility for integration of Digital Technology to support learning in classrooms to be supported by Digital Leader and Digital Ninja Pupil Group.</li> </ul>
Continue to raise the profile of Digital Technology within the school by introducing opportunities for staff to become more familiar with variety	June 2021 – June 2022	ASG Digital Technology Group  Digital Leader	<ul style="list-style-type: none"> <li>● Participation in Digital Technology Week (IF ON – Usually MAY) Opportunities for staff to receive training/additional support from Digital Leader</li> <li>● CLPL courses available to staff which promote use of DT – shared via Digital Leader</li> <li>● Equipped for Learning Resources and training videos - Digital Technology Team</li> <li>● Additional training from Digital Leader for less confident members of staff</li> <li>● Digital Leader to run Digital Literacy group to support children in writing and reading</li> </ul>

of DT resources through CLPL and sharing knowledge.			
To achieve Digital School Award Extension: Cyber Resilience and Internet Safety	June 2021 – June 2022	Digital Leader Digital Ninja Pupil Group All staff	<ul style="list-style-type: none"> <li>• Will assess progress and recognize excellence in the use of digital technology specialising in Cyber Resilience and Internet Safety at Bonnyrigg Primary School while providing practical support and encouragement to all staff, learners and parents/carers.</li> <li>• Access for Bonnyrigg families to Bonnyrigg Primary School Digital Technology CRIS website extension to main website.</li> </ul>

#### Evidence of Impact on Learners – How Do We Know?

Staff and Learners all more confident accessing a variety of digital technologies, and require less support from Digital Leader

Using Digital Technologies to support in all areas of education - evidenced in forward planning, weekly planning and in ASN meetings

Increase in Digital Literacy across staff and learners - evidenced in forward planning and weekly planning. Also evidenced in Digital Literacy group - would expect to see an improvement in literacy in the classroom via the class teacher

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
<b>4- Quality Learning and Teaching in Reading and Writing</b>			Children report greater belief in their ability as writers- currently 51% of P3-7 see themselves as writers Increased attainment in reading and writing at P1, P4, P7 Increased achievement in writing at all stages Children are using a wider range of vocabulary in their writing

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Staff training in Talk for Writing	August 2021	All teaching staff	Talk for Writing training with Jamie Evans
Staff professional reading/dialogue	March 2022		Opportunities for professional dialogue/support from Jamie Evans/Working Party group
Staff use Highland Literacy Reading Progression Pathways to support planning	September 2021	All staff	Professional reading
Working party group to trial Jane Considine approach to teaching of spelling and report back to all staff	September 2021	Working party group	Jane Considine The Spelling Book and podcasts
Professional reading/dialogue from Jane Considine ‘Hooked on Books’	March 2022	All staff	Jane Considine ‘Hooked on Books’ and podcasts

**Evidence of Impact on Learners – How Do We Know?**

Cold and hot tasks show progress in achievement in writing for almost all children  
Cold and hot tasks show that children are using a wider range of vocabulary in their writing  
Staff confidence in writing pedagogy is improved survey in August 21 and repeated in May 22  
Children show greater confidence in their ability – an increased number of children see themselves as writers  
Staff will track individual pupil progress using Highland Literacy progression pathways

**3. ASG Plan**

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
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1	2.3	Create a shared understanding of Numeracy expectations across the Lasswade ASG by developing a shared Numeracy Transition paper. Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.
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Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p><b>1. Numeracy Development Officer (3 days/week Principal Teacher role)</b> Amendments to current Development Officer remit:</p> <ul style="list-style-type: none"> <li>• Data collection and analysis across the ASG.</li> <li>• ASG Staff Professional Development Programme.</li> <li>• ASG Numeracy calendar for equitable access to support and to drive Quality Improvement.</li> <li>• ASG Numeracy Transition Paper.</li> <li>• Leadership of Numeracy Subgroup.</li> </ul>	June 2021 - June 2022	ASG Head Teachers Lasswade HS Maths Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> <li>• The ASG will fund this post 3 days per week.</li> <li>• ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>• Supporting the continued development of creative, effective and sustainable learning and teaching of Numeracy.</li> <li>• Access to the Lasswade Locality shared drive.</li> </ul>
<p><b>2. SEAL Refresher &amp; Recovery Programme Rollout</b></p> <ul style="list-style-type: none"> <li>• School and nursery SEAL refresher with ASG staff (in groups or virtual refresher), if required. Special consideration given to new staff and NQTs.</li> <li>• Audit of SEAL pedagogy and programmes in each ASG school.</li> </ul>	August 2021	C.Hadden F.Sands ASG Numeracy Coordinators ASG Primary Schools ELC Nurseries	<ul style="list-style-type: none"> <li>• Cover and/or DAT/In-Set time.</li> <li>• Agreed dates for meetings/visits added to C.Hadden's Numeracy calendar.</li> <li>• Agreement of digital platform, if training is virtual.</li> </ul>
<p><b>3. ASG Numeracy Transition Paper</b></p> <ul style="list-style-type: none"> <li>• Clear aims and objectives for upper Primary years (P5-P7) to act as a consistent pedagogy planner for all ASG staff.</li> <li>• Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars.</li> <li>• Consistent approach to tracking young people's progress between P5-P7 to determine a common understanding of achievement of a level.</li> </ul>	September 2021	C.Hadden F.Sands ASG Staff Subgroup: Numeracy Champions/ Numeracy Coordinators	<ul style="list-style-type: none"> <li>• Access to P5-P7 Numeracy plans for all ASG Primary Schools.</li> <li>• Digital/in person meetings with the Literacy Coordinators subgroup.</li> <li>• Cover and/or time for C.Hadden and F.Sands to draft, share and amend the ASG Numeracy paper.</li> </ul>
<p><b>4. ELC Nurseries</b></p> <ul style="list-style-type: none"> <li>• Supportive approaches to ELC Numeracy and staff judgements to assess children's progress.</li> <li>• Developing a Numeracy rich environment in playrooms.</li> </ul>	December 2021	C.Hadden Primary HTs C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> <li>• Implementation of Numeracy Pathways resources.</li> <li>• Collaboration with the Literacy Development Officer post holder.</li> <li>• Time with ELC Nursery staff.</li> </ul>

<p><b>5. Relationships &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• Maths Faculty arrange visits to P7 classes 1 or 2 times during the session to build relationships, encourage engagement with Numeracy, and team-teach with P7 teachers.</li> <li>• ASG Primary and Secondary Twilight sessions to support and challenge 2nd and 3rd level students.</li> <li>• Communicate and calendar 'Numeracy Challenges' across the session for 2nd/3rd level students.</li> <li>• ASG approach to standardised assessments in P7, using GL assessments, for Literacy and Numeracy. Assessments to take place in mid/late May, ahead of P7 transition and final class lists.</li> </ul>	<p>November/ December 2021 and/or April/May 2022</p>	<p>F.Sands C.Hadden LHS Maths Faculty P7 Teachers Primary HTs C.Brown</p>	<ul style="list-style-type: none"> <li>• LHS staff cover/time to visit ASG Primary Schools.</li> <li>• Time for LHS Maths faculty staff to lead supportive after school sessions with P7 teachers.</li> </ul>
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<p><b>Evidence of Impact on Learners – How Do We Know?</b></p>
<p>ASG Numeracy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:</p> <ul style="list-style-type: none"> <li>• ELC</li> <li>• Primary</li> <li>• Secondary</li> </ul>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding of Literacy expectations across the Lasswade ASG by developing a shared Literacy Transition paper. Use consistent and innovative approaches to the learning and teaching of Literacy to improve engagement, confidence and progress	Implementation of a wide range of creative approaches and strategies used to increase student progress, build staff confidence, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
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<p><b>1. Literacy Development Officer (2.5 days/week Principal Teacher role)</b></p> <p>New Development Officer remit:</p> <ul style="list-style-type: none"> <li>● Skills (talking/listening, reading/writing) data collection and analysis across the ASG, with particular focus on ELC nurseries and P1-P3 and P7 transition.</li> <li>● ASG Staff Professional Development Programme including team-teaching.</li> <li>● Training for ‘S6 Literacy Buddies’ to develop their skills and leadership capacity - social development, vocabulary building, paired reading etc.</li> <li>● ASG Literacy calendar - equity of access and transparency of support.</li> <li>● ASG Literacy Transition Paper.</li> </ul>	<p>June 2021 - June 2022</p>	<p>ASG Head Teachers Lasswade HS English Faculty ASG Primary Teachers ELC Nurseries</p>	<ul style="list-style-type: none"> <li>● The ASG will fund this post for 2.5 days per week (days TBC).</li> <li>● ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>● Supporting the development of creative, effective and sustainable learning and teaching of Literacy.</li> <li>● Training programme for ‘S6 Literacy Buddies’, including: dates, locations, targets, expectations, communication.</li> <li>● Access to the Lasswade Locality shared drive.</li> </ul>
<p><b>2. Collaboration</b></p> <ul style="list-style-type: none"> <li>● Development Officer post holder to work closely with PTC English Annie Rankine (QAMSO, Network Lead, Literacy Champion, intervention lead).</li> <li>● Development Officer leadership of ASG Literacy, communication with LHS and the creation of a subgroup of Literacy Coordinators from each ASG school.</li> <li>● Determine a common understanding of achievement of a level through collaborative moderation and rubrics.</li> <li>● Provide appropriate support and challenge for 2nd and 3rd level students.</li> </ul>	<p>Ongoing 2021-2022</p>	<p>Development Officer post holder A.Rankine ASG Primary Teachers ELC Nurseries</p>	<ul style="list-style-type: none"> <li>● Dedicated time with A.Rankine and Literacy Coordinators subgroup.</li> <li>● Staff CLPL development time.</li> <li>● Cover and/or DAT/In-Set time for moderation activities.</li> <li>● Rubrics based on CfE experiences and outcomes for Literacy levels.</li> </ul>
<p><b>3. ASG Literacy Transition Paper</b></p> <ul style="list-style-type: none"> <li>● Clear aims and objectives for ELC, lower Primary years (P1-P3) and P7 transition to act as consistent guidance for all ASG staff.</li> <li>● Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars.</li> </ul>	<p>September 2021</p>	<p>Development Officer post holder A.Rankine ASG Staff Subgroup: Literacy Champions/ Literacy Coordinators</p>	<ul style="list-style-type: none"> <li>● Access to P1-P3 Literacy plans for all ASG Primary Schools.</li> <li>● Digital/in person meetings with the Literacy Coordinators subgroup.</li> <li>● Cover and/or time for Development Post holder and subgroup (A.Rankine support) to draft, share and amend the ASG Numeracy paper.</li> </ul>
<p><b>4. ELC Nurseries</b></p> <ul style="list-style-type: none"> <li>● Supportive approaches to ELC Literacy and staff judgements to assess children’s progress.</li> <li>● Developing a Literacy rich environment in playrooms.</li> </ul>	<p>Ongoing 2021-2022</p>	<p>Development Officer post holder Primary HTs C.Fergusson Midlothian Early Years Team</p>	<ul style="list-style-type: none"> <li>● Implementation of Literacy Pathways resources.</li> <li>● Collaboration with the Literacy Development Officer post holder.</li> <li>● Time with ELC Nursery staff.</li> </ul>

### Evidence of Impact on Learners – How Do We Know?

ASG Literacy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	3.1	Review all supports available across the ASG in order to proactively create a clear and consistent range of shared approaches available to students and families.	An ASG wellbeing ‘mission statement’, agreed purpose and set of principles, using stakeholder voice, with a clear commitment to meeting students’ needs and supporting families. Clear overview of the range of supports available to young people so that needs are met.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<b>1. Wellbeing Coordinator</b> New Wellbeing Coordinator remit: <ul style="list-style-type: none"> <li>● Stakeholder voice and experiences to identify barriers.</li> <li>● Data collection and analysis across the ASG to understand resources, interventions and contacts available.</li> <li>● Future recommendations to best meet the needs of young people.</li> <li>● Consideration of resource sharing approaches.</li> <li>● Staff professional learning by developing a ‘learning together’ approach.</li> </ul>	June 2021 - June 2022	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> <li>● The ASG will fund this post on a full-time basis..</li> <li>● ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>● Supportive monthly steering group meetings with the Wellbeing Coordinator.</li> <li>● Access to the Lasswade Locality shared drive.</li> <li>● Cover/time for required training.</li> </ul>
<b>2. Collaboration</b> <ul style="list-style-type: none"> <li>● Wellbeing post holder to work closely with C.Hornell, J.Allison, Primary HTs and S.Yule to evaluate all areas of wellbeing in use/on offer across the Lasswade ASG.</li> <li>● Identify areas of ‘best national practice’ to inform decision-making.</li> </ul>	Ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> <li>● Dedicated time with individual ASG Head Teachers and S.Yule.</li> <li>● Wellbeing as a standing agenda item at ASG meetings.</li> </ul>

<ul style="list-style-type: none"> <li>● Establish ongoing communication with Children &amp; Families, Schools Group Manager, ASN Review Group etc.</li> <li>● Build on Family Learning approaches to strengthen relationships and offer support.</li> </ul>		Children & Families ASN Review Group C.Brown A.MacDonald CLL	<ul style="list-style-type: none"> <li>● Regular contact with J.Allison (ASN Review Group developments).</li> <li>● Corporate MGFL email account.</li> <li>● Collaboration with C.Brown to develop Family Learning and communication strategy.</li> </ul>
<b>3. Strategic Plan</b> <ul style="list-style-type: none"> <li>● Medium/long-term strategic plan, from 2022/2023 (including SMART targets) using universal/staged/targeted interventions.</li> <li>● Year 1 recommendations for immediate action i.e. staff CLPL requirements and best practice within ASG.</li> <li>● Outline an ASG calendar for 2021-2022 and beyond.</li> </ul>	January 2022 - ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> <li>● Access to the ASN Review Group findings/paper via J.Allison.</li> <li>● Access to ASG CLPL events.</li> </ul>

<b>Evidence of Impact on Learners – How Do We Know?</b>
Wellbeing Coordinator evaluation of impact via detailed report to ASG schools on: <ul style="list-style-type: none"> <li>● ELC</li> <li>● Primary</li> <li>● Secondary</li> </ul>

#### 4. Digital Literacy ‘MidDigiProject’: 1:1 Device Rollout

- ASG to re-evaluate 1:1 devices and ‘MidDigiProject’ in January 2022.
- Student collaboration and improved pedagogy through IT.
- FACE-D agenda.



Midlothian

### 3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

**Total Funding Received: £43, 106.31**

<b>Gap Identified</b>	<b>Intervention Planned</b>	<b>Led by whom and by when</b>	<b>Cost</b> (include any use of funding for participatory budgeting)	<b>How will the impact of the intervention be monitored?</b>	<b>Measure of Success</b>	<b>Confirm Council Policies followed</b> Eg <b>Procurement, Recruitment</b>
Health and Wellbeing	Play Therapy Base supports individuals with focused therapy sessions or with drop in's as well as supporting parents with consultations	Chris Pattison  Weekly Wednesdays	£5000	PTB will provide reports showing impact with an evaluation pre and post sessions	Improved measures of wellbeing on scaling of wellbeing indicators. Improved engagement with class observed. More regulated behaviours observed.	Yes
	Wellbeing coordinator- See extended ASG plan	TBC	£758.77	Wellbeing Coordinator evaluation of impact via detailed report to ASG schools on: <ul style="list-style-type: none"> <li>• ELC</li> <li>• Primary</li> <li>• Secondary</li> </ul>	An ASG wellbeing 'mission statement', agreed purpose and set of principles, using stakeholder voice, with a clear commitment to meeting students' needs and supporting families. Clear overview of the range of supports available to young people so that needs are met	

Attainment in literacy and numeracy	Numeracy development Officer-	Claire Hadden	£8,613.07	ASG Numeracy and Literacy Subgroups and Development Officers evaluation of impact via detailed report to ASG schools on:	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.	Yes
	Literacy development Officer-	TBC		<ul style="list-style-type: none"> <li>● ELC</li> <li>● Primary</li> <li>● Secondary</li> </ul>		
	Talk 4 Writing Training	Caroline Findlay	£3000	Tracking and monitoring of attainment in writing	Data will show that the gap between learners attainment has reduced.	
	Jane Considine training for Spelling and Reading	Caroline Sneddon/Karen Bowman		Monitoring of classroom practice	Classroom observations and monitoring of forward plans will show an improvement in pedagogy in teaching writing/spelling.	
	Learning Assistants Support from Louise Donaldson PT Sfl	Louise Donaldson	£800	Baseline and follow up assessments	Data will show that the gap between learners attainment has reduced.	

			<b>Total:</b> <b>£43, 106.31</b>  (Should be full allocation of PEF)			
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