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**FORTORSE ACADEMY**

**ESTABLISHMENT IMPROVEMENT PLAN**

SESSION 2024.25

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| **Overview of National and Local Priorities** | | | |
| **National Improvement Framework Key Priorities**   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy | | **National Improvement Framework Key Drivers**   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information | |
| **HGIOS/HGIOELC/**  **HGIOURS** | **Highland Council Education Priorities** | **GME Priorities** | **Health and Social Care Standards** |
| * 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](https://docs.google.com/document/d/1Occ6YWZCMgr2xB89mP6PwE-uUP0p9NkH/edit?usp=sharing&ouid=101946458387621747709&rtpof=true&sd=true) * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning   Theme 1 Our relationships  Theme 2 Our learning and teaching  Theme 3 Our school and community  Theme 4 Our health and wellbeing  Theme 5 Our successes & achievements | * We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. * We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. * We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. * We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. | * Education Scotland Advice on Gaelic Education focus:   high quality immersion experiences  improving fluency  Gaelic ethos   * Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase * Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences * Activities to support Gaelic language and culture (arts, media, creative industries, workplace) * Local Authority Gaelic Language Plan priority | * I experience high quality care and support that is right for me. * I am fully involved in all decisions about my care and support. * I have confidence in the people who support and care for me. * I have confidence in the organisation providing my care and support. * I experience a high-quality environment if the organisations provides the premises. |

**Action Plans**

**School Improvement Plan Priorities 2024/2025**

Summary: Key School Improvement Priorities (add further rows if required):

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| **Improvement Priority Title** |
| 1. **Q.I. 1.3, Leadership of Change:** Develop and embed the impact of our values within our school community. |
| 1. **Q.I. 3.1 Ensuring Wellbeing, Equality & Inclusion:** Support wellbeing across the school community through the implementation of key projects. |
| 1. **Q.I. 2.3 Learning, Teaching & Assessment:** – Develop learning and teaching strategies as identified through self-reflection. |
| 1. **QI 2.2 Curriculum: -** Embed curriculum restructure and personalise to include opportunities for engaging with employers. |

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| **Strategic Three Year Improvement priorities** | **Session 24/25 – 26/27** |

**Exemplar**

Below is our three-year summary of priorities in agreed improvement areas.

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| QI/Improvement Area Focus | Year One | Year Two | Year Three |
|  | Refocus | Embed | Evaluate |
|  | Implement | Embed | Evaluate |
|  | Embed | Evaluate | Act on Evaluation |
|  | Embed | Evaluate | Act on Evaluation |

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| 1. **School Improvement Plan - Priority 1: Q.I. 1.3, Leadership of Change:** Develop and embed the impact of our values within our school community. | | | | | |
| **Rationale:**  Work on our school values has improved the ethos of our school over the past year however feedback shows that our core values are not fully embedded in our school community. Our aim is to continue this work over academic session 24/25. | | | | | |
| **Resource implications:** Assemblies 10-15 mins per assembly on numerous occasions across the year. Meetings of working groups 5 x 1 hr for each group Staff training – 4 x 1 hour CPD events. | | | **Staff responsible:** HT | | |
| **Link to National and Local Priorities** | | | | | |
| **NIF Priority:**  Placing the human rights and needs of every child and young person at the centre  **NIF Driver:**  School and ELC improvement | | **HGIOS Quality Indicator:**  1.3 Leadership of change  **HGIOURS Theme:**  Our school and community | **Highland Council Priority:**  We will develop leadership skills at all levels of the system for now and the future | | **GME Priority** (for GME and Secondary)**:**  Choose an item. |
| ***Measures of success by end of year 1*** | | | * Google forms survey indicates that almost all students are aware of key values and are confident in upholding them. * Direct observation of learning through lesson observations. Audit of faculty resources to ensure they reflect school values. * Audit of whole school policy documents to ensure they reflect school values. | | |
| **INTERVENTION/ACTION**  **EVALUATE & EMBED SCHOOL VALUES**  Further develop the use of our Values across the school through engagement activities. Continue to use the core values to deliver key messages to all pupils and staff through communication.   * Assess whether pupils know what the key values are and be confident in upholding them. * Staff refer to values regularly throughout lessons * Values are embedded into the policy development to ensure consistency including Promoting Positive Behaviour Policy, Learning and Teaching Policy, FASE Time structure | | | **BY WHOM/ DEADLINE**   * Pupils June 2025 * HODs/Staff June 2025 * SLT June 2025 | **EXPECTED OUTCOME(S) FOR LEARNERS**   * Pupils will be confident in upholding the school values. * Pupils will report feeling that their school values reflect them and is evident in their learning. | |
| **EVIDENCE GATHERED/IMPACT: Add links/sources etc**  **Student Google Form Evidence:**  % of students were able to describe and explain the school values. A further % stated they felt confident in upholding them.  **Direct Observation findings:**  % of lessons where school values were clearly referred to as part of the learning.  **Faculty Resource findings:**  % of faculty resources where school values were clearly planned for as part of the learning.  **Policy Audit findings:**  % of policies where school values were linked to school improvement.  **Ongoing record of progress against planned outcomes could be recorded?** | | | | | |
| **EVALUATION** | Include Challenge question review from HGIOS4 using evaluative language.   * To what extent does our school community have ownership of our vision, aims and values? * How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values? * What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these? * How well do we use our vision, aims and values when making decisions about future improvement priorities? | | | | |

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| 1. **School Improvement Plan - Priority 2: Q.I. 3.1 Ensuring Wellbeing, Equality & Inclusion:** Support wellbeing across the school community through the implementation of key projects. | | | | | |
| **Rationale:**  Health and Wellbeing continues to be a priority as it underpins young people’s ability to maximise their success and achievements. We want our young people, staff and partners to continue to feel valued and supported. We want relationships across the school community to remain very positive and supportive, founded on a climate of mutual respect with a strong sense of community, shared values and high expectations. | | | | | |
| **Resource implications:**  4 x 4 lessons of 50 mins and some afternoon time, 1x25 min FASE Time 3x15 min assemblies 3x25 min FASETime Twice termly meetings. | | | **Staff responsible:** DHT Pastoral | | |
| **Link to National and Local Priorities** | | | | | |
| **NIF Priority:**  Improvement in children and young people’s health and wellbeing  **NIF Driver:**  School and ELC improvement | | **HGIOS Quality Indicator:**  3.1 Ensuring wellbeing, equality and inclusion  **HGIOURS Theme:**  Our health and wellbeing | **Highland Council Priority:**  We will maximise health and wellbeing for all children and young people to give them the best possible start in life | | **GME Priority** (for GME and Secondary)**:**  Choose an item. |
| ***Measures of success by end of year 1*** | | | * School will be awarded the Bronze Rights Respecting School Award. * Google Form feedback shows a positive impact of MVP mentors delivering to younger pupils. * Community sessions attendance and engagement is positive. | | |
| **INTERVENTION/ACTION**  **RIGHTS RESPECTING SCHOOL**   * Achieve Bronze award status in the Rights Respecting School scheme. * Sign school up for Bronze Award and complete training. * Form a steering group consisting of pupils and staff. * Develop pupil leadership through pupil assemblies. * Produce FASE Time materials to include audit of current practice. * Plan next steps in incorporating rights into wider school curriculum. | | | **BY WHOM/ DEADLINE**   * DHT Pastoral/ Steering Group   June 2025 | **EXPECTED OUTCOME(S) FOR LEARNERS**   * Whole school community report feeling respected. * School community report that they are rights aware. * Positive relationships are fostered across the whole school community. | |
| **MENTORS IN VIOLENCE PREVENTION (MVP)**   * Mentors in Violence Prevention Scotland programme to be embedded to increase the safety and inclusion of young people; promote positive relationships; and create positive learning environments. * Pupil Assemblies and mentor applications. * Training of Mentors by Mentor Support Team. * Mentors deliver programme to junior Lifeskills classes/ASG Primaries | | | * DHT Pastoral/Steering Group | * Young people report they feel safe and included in a positive learning environment. * Positive relationships are fostered across the whole school community. | |
| **SUPPORTING SCHOOL COMMUNITY WELLBEING**   * Working with communities: Set up topic-based evening sessions, based on Wellbeing Indicators, for parents and staff eg Healthy - What can we do together about drugs and alcohol? Active - How can we be a fitter community? presence and participation in school or community initiative. * Embed use of Wellbeing Hub and develop the use of this outdoor learning facility | | | * DHT Pastoral/PTGs | * The wider school community are included in the work of the school. | |
| **EVIDENCE GATHERED/IMPACT: Add links/sources etc**  **MVP & RIGHTS RESPECTING SCHOOL**  % of students reported positive relationships in the school community following MVP engagement and Rights Respecting School.  & of students reporting they feel safe and included in a positive learning environment.  **SUPPORTING SCHOOL COMMUNITY WELLBEING**  % of parents/carers attending community sessions.  Parental feedback from sessions:  **Ongoing record of progress against planned outcomes could be recorded?** | | | | | |
| **EVALUATION** | Include Challenge question review from HGIOS4 using evaluative language.   * How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? * How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? * How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child? | | | | |

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| 1. **School Improvement Plan - Priority 3: Q.I. 2.3 Learning, Teaching & Assessment:** – Develop learning and teaching strategies as identified through self-reflection. | | | | | |
| **Rationale:**  Feedback from our own self-evaluation has highlighted the need to have more focus on specific improvement areas of learning, teaching and assessment. This aligns with the Highland Council Education Priorities. | | | | | |
| **Resource implications:** | | | **Staff responsible:** M Rhynas | | |
| **Link to National and Local Priorities** | | | | | |
| **NIF Priority:**  Closing the attainment gap between the most and least disadvantaged children  **NIF Driver:**  Teacher and practitioner professionalism | | **HGIOS Quality Indicator:**  2.3 Learning, teaching and assessment  **HGIOURS Theme:**  Our learning and teaching | **Highland Council Priority:**  We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation | | **GME Priority** (for GME and Secondary)**:**  Choose an item. |
| ***Measures of success by end of year 1*** | | | * Google Forms survey of pupils’ experiences. * Pupil focus groups. * Direct observation refresh feedback shows more staff engaged in self-evaluation and improvement. * TMR/Insight data shows an increase in attainment. * Staff feedback shows an increase in professional learning | | |
| **INTERVENTION/ACTION**  **Refresh Learning, Teaching & Assessment Policy to focus on ‘what makes a good lesson’:**   * Develop simplified and useable document with more detailed examples and support documentation available (through the learning, teaching & assessment hub) ***awaiting HC L,T & A policy document*** * Share with staff, pupils/parents. * Develop further resources to support differentiation | | | **BY WHOM/ DEADLINE**   * MR/MB/LTAG/   Staff Dec 2024 | **EXPECTED OUTCOME(S) FOR LEARNERS**   * Pupils will experience high quality Learning & Teaching. * Pupils will be more engaged in their learning. | |
| **LTAG**   * Continue to use LTAG newsletter to communicate and engage staff in further reading around strategies and professional learning. * Assemblies with students on their role in engaging in feedback, being active learners. * Continue to deliver whole staff CLPL on key priorities * Develop a Fortrose Framework for lessons and teacher self-evaluation toolkit | | | * MR/LTAG   June 2025 | * Pupils will experience high quality Learning & Teaching. * Pupils will be more engaged in their learning. * All staff will participate in CLPL to improve their classroom practice. * There will be increased staff engagement with professional literature and the in-school learning & teaching hub to inform/improve practice. | |
| **DIRECT OBSERVATION**  Review and refresh observation process to engage all staff with a focus on self-evaluation and improvement:   * Embed observation process into staff practice * Consolidate with HODs & staff on process * Review and revise following staff evaluation | | | * MR/LTAG/staff   Dec 2024 | * Improvement in the quality of learning & teaching with almost all staff/pupils/parents having a shared understanding of what makes ‘a good lesson’ * Staff reflect on own practice for self-improvement | |
| **DATA TO INFORM PLANNING**  Continue to engage staff in use of data to inform intervention planning:   * Research good practice; consult with HODs/staff * Develop department plan for DMs to integrate data analysis at key points * Resources to support intervention planning | | | * MR/LTAG/Staff   Dec 2024 | * Improvements in access to and use of tracking data * Improvement in staff understanding of the effective use of data to inform intervention planning and increased staff confidence using data | |
| **Super6Skills**   * Continue lessons in Fasetime to remind pupils of the Super6Skills framework * Assemblies on the Super6Skills * Information shared with parents/partners | | | * MR/ LTAG * IH (FASETIME)   June 2025 | * Pupils can articulate the Super6Skills. * Parents/Partners can link work and activities with the Super6Skills framework. * Super6Skills effectively embedded in programmes and courses across the school | |
| **PUPIL MENTORING**  Expand and improve use of Personalised Intervention Plans:   * Enhanced training for mentors * Resources to support mentor meetings eg plan of meetings * Gather feedback from Mentees * Extend use of PIP to further year groups * Extend length of PIP * Examples/exemplars of interventions added to learning & teaching hub | | | * MR/IH   Dec 2024 | * Young people will be more engaged in their learning. * Personalised Intervention Programme expanded to support young people through key stages. * Increased attainment. | |
| **FAMILY LEARNING**  Further develop resources for family learning:   * Build on the success of the P7 lesson taster evening to engage parents * Involve parents in focus group | | | * MR/LTAG/Staff   June 2025 | * Increased resources to support family learning. | |
| **EVIDENCE GATHERED/IMPACT: Add links/sources etc**   * % of pupils reported experiencing features of highly effective practice in lessons. * % of pupils reported high engagement in their learning. * % of staff engaged in self-evaluation and improvement compared to baseline data. * % of pupils achieving 5+ L5, 3+ L6 in S5 and 5+ L6 in S6 shows an increase.   **Ongoing record of progress against planned outcomes could be recorded?** | | | | | |
| **EVALUATION** | Include Challenge question review from HGIOS4 using evaluative language.   * How effectively do we involve learners and parents in planning and evaluating learning? * How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? | | | | |
| 1. **School Improvement Plan - Priority 4: QI 2.2 Curriculum: -** Embed curriculum restructure and personalise to include opportunities for engaging with employers. | | | | | |
| **Rationale:**  Having moved to a new curriculum structure last year we now need to embed and focus on the key transitional stage at the end of S4. | | | | | |
| **Resource implications:**  Focus groups with pupils/parents, Input into FASE time | | | **Staff responsible:** M Morton | | |
| **Link to National and Local Priorities** | | | | | |
| **NIF Priority:**  Closing the attainment gap between the most and least disadvantaged children  **NIF Driver:**  Curriculum and assessment | | **HGIOS Quality Indicator:**  2.2 Curriculum  **HGIOURS Theme:**  Our learning and teaching | **Highland Council Priority:**  We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation | | **GME Priority** (for GME and Secondary)**:**  Choose an item. |
| ***Measures of success by end of year 1*** | | | * Analysis of pupil aspirational returns and destination. * Increased participation in work-based activities. * Audit against career education standard. * Number of pupils achieving Volunteering and Employability award. | | |
| **INTERVENTION/ACTION**  **Embedding Career Education Standard:**   * S1/2 - Imagine (What might your future look like) * S3/4 - Design (raise awareness, relevant supported work * S5/6 - Build – Support student with transition into positive destinations | | | **BY WHOM/ DEADLINE**   * M Morton/DYW coordinator /Staff   Dec 2024 | **EXPECTED OUTCOME(S) FOR LEARNERS**   * Pupils as learners will experience a curriculum through which they learn about the world of work and job possibilities, and which makes clear the strengths and skills needed to take advantage of these opportunities. * Pupils will be better able to make informed decision regarding their transition to a positive destination. | |
| **Recognising Achievement**   * Create a consistent approach to recognising positive achievement in both curricular and extra-curricular. * Pupil Site Launched * Review of House system to create a sense of identity and belonging in the school | | | * M Morton/Staff/   Pupil focus group | * Consistent approach to recognising positive achievement that all stakeholders engage with. | |
| **EVIDENCE GATHERED/IMPACT: Add links/sources etc**   * % of pupils participating in work-based activities which is an increased from last session. * Analysis of pupil aspirational returns and destination. * % of pupils achieving Volunteering and Employability award.   **Ongoing record of progress against planned outcomes could be recorded?** | | | | | |
| **EVALUATION** | Include Challenge question review from HGIOS4 using evaluative language.   * How well are children and young people involved in planning and identifying opportunities for personalisation and choice? * Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve? * How knowledgeable and up-to-date is our school team about career and employability prospects? * How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with? | | | | |

**Further developments/good work/wider achievements.** *Please use this section to note any interesting work or developments which you are proud of and which have enhanced the learning and teaching experience.*

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| **Title** | **Descriptive and evaluative comment** |
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| **Pupil Equity Planning -Session 2024/25** |
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| |  |  | | --- | --- | | **School** | **Fortrose Academy** | | **Head Teacher/PEF Lead** | **Wim Chalmet** |   **PEF – 23/24 Review**  Table 1 is a review box where you should insert a short summary of 23/24 PEF progress / review (this could be lifted from ‘progress’ column in last plan). Within this summary, the recommended word limit per intervention is 100 words.  **Table 1 – 23/24 PEF Review**   |  |  |  |  | | --- | --- | --- | --- | | Intervention | Data summary against targets | Impact / progress summary (max 100 words per intervention) | Intervention Resource allocation used (breakdown) | | S1 Numeracy Recovery  22 pupils    27% more pupils are accessing numeracy support in 2024 than 2023. | 71% of pupils who have engaged with ‘Plus1/Power of 2’ have completed program and achieved 100% score on baseline assessment. | S1 Targeted interventions leading to improved basic numeracy. Pupils performing mental arithmetic with greater confidence and fluency. Improved recall of multiplication timetables. 11 pupils have completed both Plus1 and Power of 2 programs.    MyMaths is used to teach and reinforce skills and support topic work in maths classes,. MyMaths is being used in conjunction with SNASA results to target gaps in skills. MyMaths is engaging pupils in independent learning, enabling a self-guided approach.  Some pupils are accessing above maths resources who are unable to attend all of timetabled maths classes.  Specific skill development resource packs have been established. | Plus 1/Power of 2 baseline assessment  Plus1/Power of 2  1:1 coaching intervention, aim for 3 times per week - develop numeracy skills and confidence.    MyMaths - Online teaching website, targeting and tracking skills  packs - concrete materials to develop conceptual understanding | | S2 Numeracy Recovery  27 pupils | 69% of pupils who have engaged with ‘Plus1/Power of 2’ have completed program and achieved 100% score on baseline assessment. | All pupils progressed well with the interventions. Numeracy confidence and fluency have increased for all pupils. Improved multiplication recall and number bond recall has been reported by staff. | Plus1/Power of 2  1:1 coaching intervention, aim for 3 times per week - develop numeracy skills and confidence    MyMaths - Online teaching website, targeting and tracking skills.    Schofield & Syms Mental Arithmetic booklets -  Differentiated numeracy questions to support independent skills development.  Resource packs - concrete materials to develop conceptual understanding. | | S3 Numeracy Recovery  15 pupils | Most pupils have progressed beyond ‘Power of 2’ to Schofield & Syms Mental Arithmetic booklets and MyMaths. | Good progress has been made with pupils who have remained engaged with interventions. Continued with targeted 1:1 support throughout S3 with learners identified at the start of the academic year.  Identify learners who may be more willing to engage over the next year. | MyMaths - Online teaching website, targeting and tracking skills.    Schofield & Syms Mental Arithmetic booklets -  Differentiated numeracy questions to support independent skills development.    Resource packs - concrete materials to develop conceptual understanding. |   **2024/25 Analysis of Pupil Equity Data  *Use the Risk Matrix to determine FSM numbers***  Tables 2 & 3 below are to give an overview of current data being used to determine new / existing gaps (either whole school or stages).  **Target outcomes** of how you would hope this data to improve following interventions should be indicated in the second table.  Data referred to in these sections should align with measurement in the Action / Intervention table (3rd table).    **SCHOOL OVERVIEW - FSM (Adapt classes /stages accordingly)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Target Group (at risk of underachievement)** | **Number of PEF pupils** | **% of school roll** | **S1 PEF number** | **S2 PEF number** | **S3 PEF Number** | | **Target Group Total (FSM + Other)** | **104** | **16%** | **14** | **10** | **9** |   **Analysis of whole school or stage attainment gaps - can use filters at bottom of CfE Highland Dashboard and /or consider individual school trackers /assessments to determine gaps to inform PEF planning**   |  |  |  | | --- | --- | --- | | **Measurement data** *- examples only - amend to context of analysis* | **Number/ percentage FSM not achieved/below age expectations** | **Comment and target outcome - Target outcome** following interventions in plan below ( i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group) | | Numeracy Recovery  S1  S2  S3 | 100% of targeted pupils are below age and stage  100% of targeted pupils are below age and stage  100% of targeted pupils are below age and stage | To increase the number of students achieving levels 2 and/or 3 in Numeracy All students know number bonds to 100  All students are confident in times tables All students have basic skills in the 4 operations Health and Wellbeing n/a Individual or small group sessions To help young people engage in school and classes To help raise self-esteem To help build confidence |   **PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Class /Yr group / specific groups - Breakdown** | **Target group numbers** | **Link to SIP Project (insert number / no)** | **Interventions / actions linked to spend below (Please colour code to spend plan)** | **Measurement evidence** | **Trgt grp, Timeline, Teacher** | **Progress/ Impact**  *To be completed ongoing/ end of session - (number now on track/ seen desired improvement) - this section can be copied into S&Q Report in May.* | | **S1 Numeracy** | **55** | **3.2** | Numeracy Recovery To maximise support will identify eligible P7 pupils via teachers and SNSA results and baseline assessment who can start with 1:1 interventions at the start of S1. Will continue to develop PSAs’ skills in the delivery of 1:1 resources to maximise interventions.  Baseline assessments have been developed to track progress at the beginning and end of the year. Gaps in baseline assessments have been identified to pinpoint ongoing targeted support. Engage with maths staff to identify termly topic work to ensure MyMaths activities are appropriate to support current learning in class. | Plus1/Power of 2 1:1 coaching intervention, minimum of 3 times per week – develops numeracy skills, mental calculations and maths confidence. Plus 1/Power of 2 baseline assessments. MyMaths – online teaching website, targeting and tracking skills.  Differentiated Schofield & Syms Mental arithmetic booklets. | Kirsty Emberton/ Alli Cawte |  | | **S2 Numeracy** | **22** | **3.2** | Numeracy Recovery Continue with targeted 1:1 support in S2 at the beginning of the term. Gaps in baseline assessments have been identified to pinpoint ongoing targeted support. | Power of 2 1:1 coaching intervention, minimum of 3 times per week – develops numeracy skills, mental calculations and maths confidence.  Plus 1/Power of 2 baseline assessments. MyMaths – online teaching website, targeting and tracking skills. Differentiated Schofield & Syms Mental arithmetic booklets. | Kirsty Emberton/ Alli Cawte |  | | **S3 Numeracy** | **27** | **3.2** | Numeracy Recovery Continue with targeted 1:1 support in S2 at the beginning of the term. Identify learners who will be more willing to engage next year. Gaps in baseline assessments have been identified to pinpoint ongoing targeted support. | Power of 2 1:1 coaching intervention, minimum of 3 times per week – develops numeracy skills, mental calculations and maths confidence.  Plus 1/Power of 2 baseline assessments. MyMaths – online teaching website, targeting and tracking skills. Differentiated Schofield & Syms Mental arithmetic booklets. | Kirsty Emberton/ Alli Cawte |  | | **HWB** |  | 3.1 | ASNT - working with small groups; complete relevant SQA units. | Improved attainment and attendance – in school and in class. | Kirsty Emberton/ Alli Cawte |  | |

**Please tick which of the Following Apply**

**Is this PEF plan looking to address?**

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| **Literacy** | **Numeracy** | **HWB** |
|  | **Yes** | **Yes** |

**What is the focus of this PEF plan?**

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| **Attainment** | **Attendance** | **Inclusion/Exclusion** | **Engagement** | **Participation** |
| **Yes** | **Yes** | **Yes** | **Yes** | **Yes** |

**Financial Breakdown**

All Funding should be spent in the academic year it is intended, there should be No Carry Forwards , this is the terms and conditions of the Scottish Government Grant. If unsure, please contact Julia Short for assistance. Figures provided below will be approx. and should be reviewed throughout the year.

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| **Funding (A)** | **£** |
| **PEF allocation 2024/25** | 23,275.00 |

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| **Partner Services/Highland Council** | | |  | |  | |
| **Service Provider** | | | **Approx. Cost** | | **When will this start?** | |
| ***FCR 15% Highland Council*** | | | ***£3491*** | | ***(AUG)*** | |
| ASN Teacher 0.3 FTE | | | 21,000.00 | | 19 August 2024 | |
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| **Total Cost of Partners/Highland Council {B)** | | | ***£24,491*** | |  | |
| **PEF Posts** (if you have someone in post please contact Julia Short for a more accurate figure, if not please use the approx. costings below [click here](#_Salary_Costings_Academic)) **Important, once post is appointed you must revisit the planned Cost and amend your plan and send updated version to Julia Short.** | | | | | | |
| **Post** | **Hrs** | **Approx. Cost** | | **Already in Place (Y/N)** | | **Anticipated Start date** |
| ***TRAVEL BUDGET*** | ***n/a*** |  | | ***FACTOR IN IF YOU EXPECT TRAVEL COSTS*** | | ***ALL YEAR*** |
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| **Total Cost of PEF posts(C)** |  |  | |  | |  |

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| **Resources/Training** |  |  |
| **Breakdown Resources** | **Approx. Cost** | **When will this Happen?** |
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| **Total Cost of Resources(D)** |  |  |

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| **Summary Of Spend** | **£** |
| **(E} Total Funding (A)** | £23,275.00 |
| **(F) Total Spend (Staff/Partners/Resources) (Figures B+C+D)** | **£24,491** |
| **Balance Of Funding (E-F)** |  |

**Please note the balance of Funding should be £0**

**Approved by Date**

# Salary Costings Academic Session 2024/25 (Approximate)

A table with numbers and a number of workers

Description automatically generated with medium confidence

A table with numbers and a number of people

Description automatically generated with medium confidence

|  |  |
| --- | --- |
| **Short Term Supply** | **Approx £250 (5hrs which is 4.5 hrs class contact) if a teacher claims more than 4.5 hrs class contact it will cost more** |
| **Long Term Supply** | **Approx £350 hrs which is 4.5 hrs class contact) if a teacher claims more than 4.5 hrs class contact it will cost more** |