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| **Aim** | **Expected Outcomes** | **Measures** |
| Improvement in children and young people’s health and wellbeing | To be able to measure and assess improved health and wellbeing/ attainment of students in SIMD 1-4 leading to a reduction in poverty related gaps | BGE/ Senior phase tracking after identifying student needs  Set annual targets from baseline 2021-22 (delayed due to Covid 19)  Improve attendance by January 2022  Raise attainment in literacy and numeracy through targeted interventions in S1-3  100% achieving a sustained and positive destinations  MH – review MH Cluster project plan with LA that was Delayed in 2021.  Take part in SEIC mental health Award (MM) or S4 SQA Mental Health Award  Reduce behaviour referrals of young people to Guidance/ SMT/Head of House  Review progress for The Learning Centre and targeted Support for Learning students  Explore different formats to gather standard attainment data to inform the Introduction of measures for targeted interventions  and to allow a measure progress. |
| **Priority** | **Tasks to Achieve Priority** | **Those involved** |
| Develop positive relationships and supports for challenged young people and their families. | Continue small and one-to –one sessions to support individuals with SEBN and are who disengaged from learning via TLC/ Youth worker/ external partners.  Develop interventions to support pathways for students that lead to sustained and positive pathways – particularly those who are at risk of disengaging. Links to whole school SIP: Curriculum development and alternative pathways, Presentation policy/ re-coursing/ T and M and interventions/ partner work  Build emotional resilience and coping strategies in individuals through one-to-one and individual sessions via TLC/ Guidance intervention/ external partner work.  Set up a new Parental engagement framework strategy and deliver two pilot events to parents in 2021-22 | SfL Team  Guidance Team  PEF Funded Youth worker and LA  TLC  Street League  Croft St Hub  CLL  EMT  DHT – responsible Parental framework |
| **Priority** | **Tasks to Achieve Priority** | **Those involved** |
| Improve attendance and late-coming for young people in Deciles 2-5 and / or FME | Complete review of attendance and late procedures and role of key staff – deliver new SEEMIS Attendance training to all staff including new school procedures to improve attendance recording and monitoring.  Refocus Guidance staff on attendance role and set targets within FME/ SIMD 2-5 for attendance into next session. Key agenda item at 1:1 with PTPS  Develop better analysis tools in relation to attendance and lateness and complete an annual attendance report including for: care experienced/ ASN and FME students.  As part of Transition look at all students with attendance below 80% for early intervention.  Continue regular meeting with Local Authority staff in relation to attendance and exclusion data and strategy updates through QA process.  Carry out a full Pupil Support service area review and take forward recommendations related to developing a fully integrated and effective service including aspects of attendance and risk – Oct/Nov 2021 | Guidance staff  PEF funded YW/LA  DHT Pupil Support  SMT/Staff  External partners |
| **Priority** | **Tasks to Achieve Priority** | **Those involved** |
| **Raise attainment in literacy and numeracy through interventions and positive presentation policy.** | Review and update Literacy and Numeracy action plans by October 2021– *see SQIP 2021-22 related action plans. Review as part of CAR by January 2022*  Complete GL Assessments for S1 by October 2021 to inform risk and intervention strategies with an analysis based on SIMD (FME) and care experienced  Investigate and implement a suitable suite of intervention resources for Numeracy in S1/2  Continue Fresh Start training and develop management of interventions and data collection for impact.  Review subject choice/ coursing and re-coursing process and interventions to support better Maths/ numeracy progression  Look at longitudinal CfE data for Lit/Num vs. SCQF Outcomes  Develop paired reading strategy –SLIC Library Fund follow up | SfL Team/PT SfL  Guidance Team  DHT Pupil support  PEF Funded Youth worker and LA  Literacy champions/ English staff  Numeracy champions/ Maths staff |
| **Priority** | **Tasks to Achieve Priority** | **Those involved** |
| **Reduce demerits / Referrals and young people in Decile 2-5 and /or FME.** | Complete updated behaviour policy linked to RRSA andsend for consultation  Continue to develop and embed behavioural strategies in relation to low **l**evel misbehaviour and reduce exclusions post Covid 19   * Out of class system * DH roster * Restorative practice   Introduce approaches to *change practice* in relation to nurture/ restorative practices in line with new LA Nurture strategy.  Continue to develop the work of the TLC (The Learning Centre) based on nurture and interventions to improve engagement and cope with short and long term SEBN issues  Review merit system and e-praise post cards and PRIDE Awards– all stakeholders / ethos review  Set up baseline data streams based on referral / pastoral data  Continue introduction and development of Boxhall profiling of targeted students   * 1.TLC * 2. Care Exp. * 3. Other SIMD 3/4   Look at formats for measuring school engagement- GL for S1/2 | WG – 3.1  Guidance staff  AW/ CB- Ethos review  CB – Behaviour policy – with LF/ WG – RRSA  All staff – consistent practice |