



## **South Lanarkshire Council**

# **Recovery School Improvement Planning August 2021**



## **Carnwath Primary School**

## Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&amp;Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p><b>2.2 Curriculum</b></p> <p><b>Theme 1: Rationale and design</b> Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p><b>Theme 2: Development of the curriculum</b> Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p><b>Theme 3: Learning pathways</b> The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>• Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21.</li> <li>• Consider how cross curricular themes can support the delivery of different curricular areas.</li> <li>• Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum.</li> <li>• Ensure all curricular areas are being covered.</li> <li>• Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL)</li> <li>• Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors)</li> <li>• Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session.</li> </ul>	<p>In order to support the development of personalisation and choice, cross curricular working and developing the young workforce while supporting outdoor learning we will focus on revisiting our awards programme and achievement passports.</p> <p>Continue to build on the successes with technologies and the development of both staff and pupil skills and knowledge.</p> <p>Continue to develop the use of Talk4Writing across the school. This approach works well with all children but is particularly beneficial with children who need support both with developing ideas and in developing their writing.</p>	<p>Children will re-engage with various awards, both certificated and non-certificated, eg Hi5, Dynamic Youth, John Muir. Children will complete their Achievement Passport in order to celebrate their learning journeys throughout the year.</p> <p>Staff to continue to develop children’s skills and knowledge. Use technology more often in class and for homework tasks. PT to continue to work with SLC technologies group on developing a programme of study. This will be shared with staff when complete.</p> <p>Staff will work to complete the fiction programme of study, adding in model texts. This approach will be firmly embedded across the school. More staff training will be offered in-house by Lisa and Morgan.</p>	<p>All children will chart their progress and achievements throughout the year. All children will be able to celebrate their learning journey. All children will develop skills and be able to link their learning to Developing the Young Workforce. Some children will have a certificated award.</p> <p>All staff and children will have increased skills and knowledge in technology. CLPL will be offered to all staff as required, available. A programme of study will be developed and available to all staff.</p> <p>The Talk4Writing fiction programme will be complete and this approach will be embedded across the school. Staff will have been introduced to, and have tried out, this approach with non-fiction writing. Children’s writing will have improved and their will be</p>
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<p>learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p><b>Theme 4: Skills for learning, life and work</b></p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> <li>Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)</li> <li>Consider the ways to further develop skills for learning, life and work through a variety of contexts.</li> </ul>	<p>Develop staff skills and knowledge:</p> <ul style="list-style-type: none"> <li>To understand why data is important in the classroom to improve teaching and learning</li> <li>To be able to identify different types of data that can influence learning</li> <li>To be able to use examples of what works in using data to improve teaching and learning</li> </ul>	<p>The use of Talk4Writing to develop non-fiction writing will be introduced by Morgan. Team planning and team teaching will be planned at the start of the year in order for staff to support each other in their development.</p> <p>Staff training will be given, eg using:          'Using Data in the Classroom' (<a href="https://www.youtube.com/watch?v=-P_deD-nzkk">https://www.youtube.com/watch?v=-P_deD-nzkk</a>),          Teaching Sprints: 'How Overloaded Educators Can Keep Getting Better' .....</p> <p>Staff will then use their class data to try out an intervention within their class for some children.</p> <p>Link to SLC attendance monitoring policy.</p> <p>All staff will take part in SLC Literacy Strategy Training</p> <p>Staff within Early Years will begin to look at 'Quality Framework for the Daycare of Children, Childminding and School Aged Childcare'. This</p>	<p>greater CfE attainment in writing. More children will be on track and the attainment gap will be narrowed.</p> <p>All teachers have carried out an intervention which they have evaluated and are able to discuss its impact.</p> <p>Children have benefitted from at least one intervention.</p> <p>Staff will develop their knowledge of SLC Literacy Strategy and will be able to use the relevant paperwork to support and monitor children.</p> <p>All Early Years staff will build knowledge of the new framework and will begin to use it as part of their ongoing self-evaluation.</p>
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			framework sets out the Care Inspectorate self-evaluation expectations.	
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<p><b>2.3 Learning, teaching and assessment</b></p> <p><b>Theme 1: Learning and engagement</b>          Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p><b>Theme 2: Quality of teaching</b>          We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>• Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching.</li> <li>• Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information.</li> <li>• Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice.</li> <li>• Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation.</li> <li>• Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)</li> </ul>			
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<p><b>Theme 3: Effective use of assessment</b>                  We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p><b>Theme 4: Planning, tracking and monitoring</b>                  As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> <li>• Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session.</li> <li>• Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.</li> <li>• Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.</li> <li>• Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.</li> </ul>			
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<p><b>3.2 Raising Attainment and Achievement</b></p> <p><b>Theme 1: Attainment in Literacy and Numeracy</b> Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p><b>Theme 2: Attainment over time</b> Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p><b>Theme 3: Overall quality of learners' achievements</b> Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p><b>Schools Should:</b></p> <ul style="list-style-type: none"> <li>Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.</li> <li>Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.</li> <li>Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.</li> <li>Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.</li> <li>Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.</li> <li>Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21</li> </ul>			
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>			
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## Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p><b>Quality Indicator</b></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p><b>School Rationale</b></p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&amp;Q to complete this section.</p>	<p><b>Key Recovery Tasks (Action Plan)</b></p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p><b>Desired Outcomes and Measures</b></p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <p><b>Theme 1 Wellbeing</b></p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</li> <li>Provide opportunities for CLPL which allow staff to focus on individual and</li> </ul>	<p><b>This column to be filled in by school</b></p> <p>Due to the second lockdown we feel that more children are struggling with mental health and wellbeing. This is becoming more apparent as time goes on.</p> <p>Children need to be given the language to discuss their feelings and the strategies to manage them. Some children also need to be given help on a regular basis either individually or in a smaller</p>	<p><b>This column to be filled in by school</b></p> <p>Building positive relationships from August with new staff and classmates underpins all health and wellbeing work.</p> <p>Staff CPD will be key to ensuring they have the knowledge and skills to support all pupils.</p> <p>All staff will continue to engage with SLC</p>	<p><b>This column to be filled in by school</b></p> <p>We hope to have happy, mentally and physically healthy children and staff.</p> <p>A number of measures will be used to assess children's wellbeing:</p> <ul style="list-style-type: none"> <li>✓ Wellbeing Wheel</li> <li>✓ Boxall profile</li> <li>✓ Nurture targets</li> <li>✓ Discussion with children</li> <li>✓ questionnaire</li> </ul>

<p>high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p><b>Theme 2: Fulfilment of Statutory Duties</b></p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p><b>Theme 3: Inclusion &amp; Equality</b></p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> <li>Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>Have overt plans in place to support the wellbeing needs of staff and learners.</li> <li>Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.</li> <li>Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.</li> <li>Consult with all stakeholders to gain an understanding of need based on experience during lockdown.</li> <li>Consider the universal Rights of the Child and where the work of the school could be influenced by it.</li> </ul>	<p>group in order to support them more intensively.</p>	<p>Attachment Strategy training and development.</p> <p>All staff will continue to engage with Nurturing Schools Award, which will be led by Kirsty Bailie and should be completed by June 2022.</p> <p>Staff will continue to carry out Boxall profiles for all children and will receive training on how to use them to support children (individually or as a small group) within the class. They will also be used to agree which children will receive nurture and to help them set targets.</p> <p>All children will be able to demonstrate and share their views using the wellbeing wheel.</p> <p>Staff to be trained in using restorative practice in order for it to be properly introduced with the children as part of the behaviour policy. This will encourage children to be solution-focussed and fits well with nurturing school award.</p>	<p>Staff wellbeing can be measured through:</p> <ul style="list-style-type: none"> <li>✓ Questionnaire</li> <li>✓ Discussion with them</li> </ul> <p>Teachers will be able to share their plans for nurture within their own class and which children will be targeted. Assessment will show how this has helped the children: Boxall profile, children's views questionnaire, wellbeing wheel.</p> <p>Wellbeing wheel in August and again at points throughout the year will show an improvement in wellbeing.</p> <p>Restorative practice will be used by all staff to support children to deal with the consequences of poor behaviour choices and to repair relationships when things go wrong. Children will understand how restorative practice works.</p>
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<p>marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> <li>Identify opportunities to celebrate diversity.</li> </ul>	<p>All staff will receive SLC annual training about Child Protection and will be reminded of their statutory duties.</p>	<p>All classes will continue to use the Resilience programme, from Unit 2 onwards.</p> <p>Staff will continue to embed health promoting strategies into everyday teaching in order for children to be able to manage their feelings better, eg Yogido, Mindfulness, Growth Mindset.</p> <p>Staff will continue to develop the Health Programme in order to adapt to the needs of the children and to incorporate new ideas and approaches.</p> <p>Children will be given access to nurture, GUAB, schools counselling, Ed Psych support etc as and when appropriate.</p> <p>Staff will continue to look after, and support, each other. They will discuss ways that this can be highlighted and developed throughout the year.</p> <p>August: Acting HT to deliver CP training and discuss the need to be aware of children who have</p>	<p>Resilience programme will be evaluated at the end of each Unit using the evaluations.</p> <p>Any interventions will be evaluated as appropriate throughout the session.</p>
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			difficulties and how they may be supported.	
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### Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
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<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&amp;Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p><b>Closing the Poverty-related Attainment Gap</b></p>				
<p><b>3.1 Ensuring, wellbeing, equality and inclusion</b></p> <p><b>Theme 3: Inclusion and Equality</b></p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p><b>3.2 Raising Attainment and Achievement</b></p> <p><b>Theme 4: Equity for all learners</b></p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most</p>	<p><b>Schools should:</b></p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> <li>- Learners' wellbeing (Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)</li> <li>- Attendance and Punctuality (in-school at hubs)</li> <li>- Engagement (Leuven scale, observational data)</li> <li>- Participation (remote learning participation data)</li> </ul>	<p><b>This column to be filled in by school</b></p> <p>39% of our school population live within SIMD 1 and 2 and our FME is 28%.</p> <p>Children who require additional support are identified by a number of approaches: Tracking and Monitoring, Boxall profiles, Wellbeing Indicators, Attendance and engagement.</p> <p>PEF is currently £32407</p>	<p><b>This column to be filled in by school</b></p> <p>PEF will allow an additional 0.4 teacher time to be allocated, as required, to support appropriate children in order to lessen the attainment gap. Approaches vary depending on the needs of the children but things such as Catch Up numeracy and literacy, NIP, early intervention, nurture are used.</p>	<p><b>This column to be filled in by school</b></p> <p>Identified children will be assessed using relevant methods, eg standardised assessment, intervention assessments, Boxall Profile, at the start and end of interventions in order to ascertain the effectiveness.</p> <p>CfE attainment data will be monitored in order to evaluate whether the attainment gap is lessening.</p>

<p>disadvantaged children and young people.</p> <p><b>1.3 Leadership of Change</b>  <b>Theme 3: Implementing Improvement and Change</b></p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p><b>1.5 Management of Resources to Promote Equity</b></p> <p><b>Theme 1: Management of finance for learning</b></p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p><b>2.4 Personalised Support</b>  <b>Theme 2: Targeted Support</b></p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through</p>	<ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting.</li> <li>• Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.</li> <li>• Ensure sound financial management of all sources of funding</li> <li>• Ensure equity approaches are additional and provide targeted,</li> </ul>			
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<p>reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p><b>Theme 3: Removal of barriers to learning</b></p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<p>accelerated support to learners affected by poverty. Move away from universal to more targeted approaches.</p> <ul style="list-style-type: none"> <li>Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</li> <li>Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.</li> </ul>			
<p><b>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</b></p> <p>Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.</p>				
<p><b>2.5 Family Learning</b> <b>Theme 2: Early Intervention and Prevention</b></p>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>Revisit <a href="#">Child Poverty Action Group Website</a> and other relevant reading.</li> </ul>	<p>CoSD position statement to be revisited and updated annually to take account of changing circumstances.</p>	<p>Consult with all parents/carers, pupils and staff in order to gather their views. A CoSD group, made up of parents/carers,</p>	<p>CoSD position statement updated and shared with all stakeholders.</p>

<p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<ul style="list-style-type: none"> <li>• Revisit their CoSD Position Statement in relation to:             <ul style="list-style-type: none"> <li>- Getting dressed for school</li> <li>- Fun events</li> <li>- Eating at school</li> <li>- School trips</li> <li>- Learning at school</li> <li>- Travelling to school</li> <li>- Attitudes</li> <li>- School clubs</li> <li>- Travelling to school</li> <li>- Home-learning</li> </ul> </li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.</li> </ul>	<p>Participatory Budgeting will be decided in August. PT will consult with parents/carers, staff and pupils in order to agree what this part of the PEF budget will be spent on.</p>	<p>staff and children, will be part of the decision making process.</p>	
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