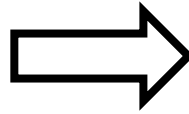


PEF 3 Year Plan



Raising Attainment and Closing the Gap

3 Years

- Poverty Proof the School Day
- Established and Effective use of datasets
- Inclusive School Culture
- Embedded Professional Learning Activities

1 Year


- Some TLCs are up and running
- Improved Attendance Figures
- All Departments responsible for Literacy/Numeracy/Health and Wellbeing

6 Months

- Termly PEF Team Updates
- Working in Partnership with CoSD Project
- Increased Family Engagement
- Use of Datasets/Performance Data Policy Shared with Staff


By End of Term

- Literacy and Numeracy Working Groups established
- Review and Update Attendance Policy
- Poverty Proof Promise
- Resources Available for Pupils
- Whole Staff PEF Event
- SNSA Policy shared with staff
- CLPL Opportunities through Seminar Programme

<p style="text-align: center;">Harris Academy <i>Pupil Equity Fund Action Plans</i> Session 19-20</p>		<p style="text-align: center;">Improvement Priority 1: Improve the Attainment and Achievements of all Pupils</p> <p>Specific area for improvement: Identify and plan strategies to reduce poverty-related attainment gaps</p>				
<p>HGIOS 4 Quality Indicator(s) 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.5 Family Learning 1.5 Management of resources to promote equity</p>		<p>NIF Priority(ies) Closing the attainment gap between the most and least disadvantaged children</p>		<p>Local Authority Aim Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people</p>		
Specific Actions	NIF Drivers	Tasks	Expected Outcomes / Measurement tool(s) used to evidence change	Resources	Progress	Timeline
Identify poverty related attainment gaps	Performance information	<p>Creation of structures to clarify school level gaps and map interventions against each gap</p> <p>Establish PEF Tracking Group to monitor and evaluate progress of interventions</p> <p>DONA list updated monthly and shared with all staff</p>	<p>Robust, data rich, evidence is available for all staff to access All staff make use of data to understand and identify class level gaps</p> <p>Regular scrutiny of data ensures progress of interventions</p> <p>Early and effective interventions take place at school and dept. levels to address barriers</p>	<p>SSSA admin support Protected time for PEF Tracking Group meetings Input of statistician</p> <p>Protected time for PEF Tracking Group meetings PEF Team time</p> <p>SSSA Admin Support</p>	<p>Data analysed regularly to identify gaps</p> <p>PEF Team working effectively to drive targeted interventions within BGE</p>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>

Update PEF action plan(s) to address identified gaps	Performance information	<p>Evidence based action plan to be produced that identifies short and long term interventions and strategies to address identified gaps</p> <p>Support PEF PTs to create short term action plans related to their interventions against identified gaps</p> <p>3 Year Plan created to identify and measure progress against long term aims</p>	<p>Robust self-evaluation processes and structures are embedded to ensure progress towards reducing poverty-related attainment gaps</p> <p>Strategic, futures planning allows for change to become embedded in school</p>	<p>Regular meetings with PEF PTs to build capacity and provide support on progress towards interventions</p>	<p>19-20 action plan created and progress recorded in Matrix</p> <p>All PEF PTs submitted action plans for session 19-20</p>	<p>Ongoing/Updated regularly</p> <p>Ongoing</p>
Develop and embed sustainable strategies to reduce/remove the costs of the school day at Harris Academy	<p>School Leadership</p> <p>Teacher Professionalism</p>	<p>Develop effective partnership working with CoSD Project</p> <p>Provide whole school resources to address poverty-related barriers to learning at Harris and promote inclusion and participation</p>	<p>CoSD at Harris report is produced that clearly identifies poverty related barriers to learning and makes recommendations to promote equity</p> <p>All pupils are able to participate in learning within and outwith school</p>	<p>Partnership working</p> <p>Time for CoSD to engage with all staff</p> <p>Time for CoSD team to work with school staff</p> <p>CoSD report Partnership working</p>	<p>Draft report published February 2019</p> <p>Establishment of CoSD SIG</p>	<p>Ongoing</p> <p>Ongoing</p>

		<p>Encourage all departments to deliver cost neutral curriculums</p> <p>Create CoSD action plan</p>	<p>Increased uptake in subjects which had previous had cost implications for students</p>		<p>Draft plan created May 19</p>	
<p>Data analysis identifies a variety of interventions to support young people to raise attainment and close the gap</p>	<p>Performance Information</p>	<p>Targeted Literacy, Numeracy and Mentoring interventions are delivered to improve outcomes</p>	<p>Variety of assessment data sets demonstrate improvements in attainment in Literacy and Numeracy. PASS Data and Leuven scale reflect improvements in learner confidence</p>	<p>ICT resources to facilitate SNSA/MidYIS/PASS assessments</p> <p>SSSA admin support</p> <p>Partnership working with a variety of agencies</p>		<p>On-going</p>

<p>Harris Academy <i>Pupil Equity Fund Action Plans</i> Session 19-20</p>		<p>Improvement Priority 2: Improve the Attainment and Achievements of all Pupils</p> <p>Specific area for improvement: Improve our Literacy and Numeracy results within the BGE</p>				
<p>HGIOS 4 Quality Indicator(s) 3.2 Raising attainment and achievement</p>		<p>NIF Priority(ies) Improvements in attainment, particularly in literacy and numeracy</p>		<p>Local Authority Aim Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.</p>		
Specific Actions	NIF Drivers	Tasks	Expected Outcomes / Measurement tool(s) used to evidence change	Resources	Progress	Timeline
<p>Develop staff awareness of and delivery of Literacy and Numeracy as a responsibility of all</p>	<p>Teacher professionalism</p>	<p>Further embed Literacy and Numeracy across the curriculum</p> <p>Creation of Literacy and Numeracy progression pathways</p> <p>Regular sharing of information with all staff</p>	<p>Increased awareness of Responsibility for All</p> <p>Consistent approach to the delivery and assessment of Lit / Num</p>	<p>PEF Money (PTs and Resources) Time</p>	<p>Whole school CLPL delivered throughout session 2018-19</p> <p>Literacy and Numeracy Audits completed by end of June 2019</p> <p>Increased sharing of data with staff</p>	<p>On-going</p>

<p>Develop and embed use of SNSAs to inform teacher professional judgements and identify gaps in pupil learning</p>	<p>Performance information</p>	<p>Establish SNSA working group</p> <p>Plan our approach to completing the SNSAs</p> <p>Analyse data and share with appropriate staff</p> <p>Make all staff aware of SNSAs and their potential use</p> <p>Establish a school protocol for the analysis and use of SNSA data.</p>	<p>All S3 pupils will have completed the SNSAs</p> <p>SNSA data is used to inform targeted support and identified groups</p> <p>SNSA used to inform learning and teaching.</p> <p>SNSA data used to support professional judgement leading to submission of S3 Attainment and Achievement Data in June</p>	<p>Time</p> <p>ICT</p>	<p>SNSA's well established in school with data for all S1-S5 pupils analysed to identify targeted populations</p> <p>Regular provision of CLPL to upskill staff in use of SNSA data</p>	<p>On-going</p>
<p>Develop robust moderation processes across all subject areas, but with a specific focus on Literacy and Numeracy</p>	<p>Teacher professionalism</p> <p>School improvement</p>	<p>Review and update current moderation policies</p> <p>Establish work as a Voice 21 Partner School to increase the delivery of Oracy in school</p>	<p>Clearer understanding of expectations and structures to support moderation</p> <p>Increased tracking through Seemis Progress and Achievement is underpinned by robust moderation</p> <p>Improvements in achievement in Listening and Talking</p>	<p>Time</p> <p>Input from Voice 21/Support of Literacy Staff Tutor</p>	<p>Moderation SIG re-established for commencement of session 2019/20</p>	<p>Ongoing</p>

Continue to develop and embed cluster moderation structures	School Improvement Teacher professionalism	PTs Lit / Num to build good working relationships with Cluster primaries Continue to discuss at Cluster meetings Create an agreed set of 'non-negotiables' to allow for improved curricular progression (P7-S1)	Regular opportunities for professional dialogue within cluster. Clear, planned approach to moderation in the cluster schools' WTA Robust data to support curricular progression in S1	Time	Cluster moderation calendar planned for session 2019/20	June 2020
Identify and introduce appropriate assessments to highlight gaps and track progress in Literacy and Numeracy	Performance information School improvement	PTs Lit / Num to regularly analyse datasets to measure progress of targeted populations and all young people Continue to embed and upskill staff in the use of CEM, SNSA and other identified assessment	Assessment tools used to support learning & teaching and pupil progress. All staff have an understanding of how to interpret data to support L&T in their classrooms	Time Finance ICT	All PEF PTs have developed expertise in the analysis of performance data CLPL has been offered to all staff to support the use of performance data	On-going

