



Education



Establishment Improvement Plan

2024 - 2025

Tiree High School

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2024-2025

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer engagement and family learning • Curriculum and assessment • School and ELC improvement • Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for 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 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	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2024 – 2025:	2025 – 2026:	2026 – 2027:
Ensure wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Review and develop wellbeing, equality and inclusion measures focusing on progress and impact 	

<ul style="list-style-type: none"> ● Ensure the inclusion of all by establishing a nurturing environment ● Establish a framework for young people to lead constructively on the use of pupil voice in improvements for all. <p>Leadership for Learning</p> <ul style="list-style-type: none"> ● Equip practitioners to use evidence, data and adaptive approaches to ensure the best outcomes for our young people. ● Create conditions for Improvement groups to lead CLPL in relation to priorities. ● Adapt current skills framework to reflect Skills 4.0 'A skills model to drive Scotland's future' <p>Self-Evaluation for Self Improvement</p> <ul style="list-style-type: none"> ● Provide the resources and framework for staff to lead improvement through a culture of coaching and collaboration. ● Develop approaches to Self-Evaluation through OHS/THS Review toolkit. 	<ul style="list-style-type: none"> ● Review and develop Leadership for learning measures focusing on progress and impact ● Review impact of CLPL to support Leadership in Learning ● Review impact on pupil attainment, motivation and engagement ● Review and develop the impact of the pupil voice team in order to take forward their own learning ● Review impact of Skills 4.0 and working partnership with SDS in developing pupil skills and supporting career choices ● Whole school curricular review to effect improvement and take account of new National guidance ● Review and develop resources and frameworks supporting Self-Evaluation for Self-improvement ● curriculum review to ensure coherent model of moderation cycle is in place 	
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session:		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy. 		Collaboration and Consultation		
		Who?	When?	How?
		Staff	June 2024	Digital questionnaire
		Parent/Carers	June 24	Digital questionnaire
		Pupils	June 24	Pupils June digital surveys throughout the year. SPLT feedback to SLT Pupil Parliament
		Partners	June 24	Digital questionnaire

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carers engagement and family learning Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

<p>Ensure wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • We will ensure that we work further to ensure the learning environment is nurturing • We will ensure our young people are challenged to be resilient in order to achieve • We will continue to develop the provision in our Wellbeing bases. • We will continue to use new tracking systems in order to support the wellbeing, equality and inclusion of our young people. • We will increase our leadership opportunities for junior pupils. • We will continue to support young people to attend and achieve. 	<p>Proposed Outcome and Impact - what will change?</p> <ul style="list-style-type: none"> • All will have an increased understanding of Nurture. • Almost all staff establish a nurturing environment in their classrooms/learning space Impact: Pupils supported to develop social emotional skills, resilience and positive behaviour • Suite of Interventions developed to support an increase in engagement and participation of BGE pupils • Average attendance figure increases, with improvements shown in groups of identified pupils at risk following use of ANA, maximising attendance policies • Young people will have increased opportunities to express views, opinions and have input into decision making around improvements 	<p>Measures - how will we achieve and show success?</p> <ul style="list-style-type: none"> • Surveys/evaluations/learning walks show that almost all pupils feel relationships are positive and nurturing. • Statistics show levels of confrontation and challenging behaviour are reduced. • Data shows that all pupils understand the Importance of resilience. • Data shows that there is an increase in the number of young people reporting positive responses with regard to safety, health and inclusion. • All young people seeking leadership opportunities have been able to take part in appropriate roles. • Regular analysis and evaluation of attendance, interventions and engagement show positive outcomes for learners in terms of participation. • All Pupil Parliament representatives report increased confidence following training, and can evidence involvement in planning for improvement. 	<p>Linked to PEF Yes;</p> <ul style="list-style-type: none"> • Health and well-being, • Attendance, participation and engagement • Equity and inclusion • Attainment • Differentiation.
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<p>Leadership for Learning</p> <ul style="list-style-type: none"> ● We will continue to use staff improvement groups to lead CLPL and provide opportunities for leadership. ● We will establish refreshed opportunities for pupil leadership that are sustained for empowering young people at all levels ● We will provide the resources and framework for staff to lead improvement through a culture of coaching and collaboration. 	<ul style="list-style-type: none"> ● Wellbeing group shapes development of approaches to Nurture. ● Learning, Teaching and Assessment Group shape CLPL in relation to Adaptive teaching approaches ● Raising Attainment groups shape input around effective use of tracking systems. ● Artificial Intelligence (AI) group shapes CLPL around adaptive teaching. ● All Curricular PTs and SLT take part in coaching approaches training to support collaboration and taking forward improvements. 	<ul style="list-style-type: none"> ● All staff will be able to talk about how they have increased their expertise in adaptive approaches and give examples from classroom practice. ● All staff will be able to give examples of how they have reviewed data to adapt teaching approaches. ● Pupils will report greater engagement in learning through surveys / discussions. ● All PTs/ SLT report that they have increased their skills in this area and will be a position to use these skills with departments 2025- 2026 ● Good practice will be identified and shared. ● Documentation available to evidence work completed. 	<p>Yes;</p> <ul style="list-style-type: none"> ● Health and well-being, ● Attendance, participation and engagement ● Equity and inclusion ● Attainment ● Dfferentiation.
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2024-2025
Strategic Priority 1:	<div>Title: WELLBEING, EQUALITY and INCLUSION</div> <ul style="list-style-type: none">Continue implementation, embedding and evaluation of continuing focus on positive relationships and behaviour.Continue consultation, implementation and evaluation of embedding of policies and strategies to ensure the well-being, equality and inclusion of all our learners to maximise their success and achievements.Review and implement appropriate improvements, due to recent changes in safeguarding policies, to ensure the needs of all learners are met. This includes well-planned progressive learning opportunities so that young people can become more resilient and develop a sound understanding of how they can keep themselves safe.	
<div>National Improvement Framework Key Priorities</div> <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in attainment, particularly in literacy and numeracy.		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives

<ul style="list-style-type: none">• School and ELC leadership• Teacher and practitioner professionalism• Parent/carer involvement and engagement• Curriculum and assessment• School and ELC improvement• Performance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none">• Raise educational attainment and achievement for all• Use performance information to secure improvement for children and young people• Ensure children have the best start in life and are ready to succeed• Equip young people to secure and sustain positive destinations and achieve success in life• Ensure high quality partnership working and community engagement• Strengthen leadership at all levels		
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none">• All teachers to engage in CLPL on the 6 Principles of Nurture• Working Party of teachers set up for the 6 Principles of Nurture in order to continue to develop and implement nurture and inclusive approaches• In partnership with our Pupil Parliament the Merit system will be reset to celebrate and recognise success• All staff in the school complete the Right respecting School staff emodule		A Cooney/ M Forbes	May 25	<ul style="list-style-type: none">• Attendance for THS rises to 95% from its current 88%• Data measuring academic performance, ACEL and Nationals show almost all pupils achieve their target levels/expected grades. ACEL statistics show almost all pupils have made progress over time across the curriculum and that almost all leaners are 'On Track' in Literacy, Numeracy.

<ul style="list-style-type: none"> • Working Group formed to enable the sharing of ideas and good practice. (Time given in staff Collegiate Time: Nurture, Adaptive teaching, Tracking and Monitoring, Assessment) • Termly Health and Wellbeing Pupil Surveys • Pupil Parliament to meet every half term, with Well-being, Equality, and Inclusion as a standing item on the agenda • Continue to develop and foster continuous engagement in learning and achievement • Adoption of termly tracking and monitoring of pupil progress and attainment identifying pupils who require targeted intervention. • Develop and implement intensive targeted support programs tailored to the specific needs of pupils as per analysis of monthly tracking and monitoring • Impact of interventions/support monitored and tracked monthly with adjustments if necessary in order to achieve the identified outcomes. • Staff /School Survey Results (Termly); Learning Walks Observations (weekly) focused on: <ul style="list-style-type: none"> - Fostering pupil Curiosity - Clear appropriate goals set - Regularly constructive feedback to guide improvement 			<ul style="list-style-type: none"> • Qualitative data from pupil surveys shows almost all learners report that they have: A positive relationship with their teachers; they feel nurtured and supported in school; they know how to get help and from whom; pupils received personalised support when needed, which they report has helped them succeed; • Qualitative data from teacher surveys shows an enhanced understanding of nurturing approaches • Learning Walks data demonstrates most teachers are using a variety of resources that reflect the diverse backgrounds and experiences of all learners. Books, visuals, and activities represent different cultures, abilities, and perspectives. Individualised support and adaptive teaching is also evident. • Qualitative data from the Pupil
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<ul style="list-style-type: none"> - Incorporation of interactive activities and/or active learning - Utilisation of technology - Reflection encouraged - Celebration/recognition of achievement 			<p>Parliament shows most members have a clearer understanding and role in supporting well-being, equality, and inclusion at THS. Additionally, student surveys indicate almost all pupils feel supported in their well-being and that there is equality and inclusion in the school.</p> <ul style="list-style-type: none"> ● Qualitative data from Learning walks, pupil and staff surveys, and data from the ACEL and SQA assessments indicate that the following measures have resulted in steady progress and enhanced student achievement over time for almost all pupils. Additionally, the results demonstrate a clear upward trend in attainment, reflecting the positive impact of the implemented strategies of: Fostering pupil curiosity; Clear appropriate goals set; Regularly constructive feedback to guide improvement; Incorporation of interactive activities and/or active learning; Utilisation of technology; Reflection encouraged; Celebration/recognition of achievement.
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-2025

Strategic Priority 2:

Title: Leadership for Learning

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for 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 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

	Increasing creativity and employability/ Developing creativity and skills for life and learning		
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> All teaching staff will engage in CLPL regarding: <ul style="list-style-type: none"> The effective use of evidence to adapt approaches to teaching and learning The implementation of effective and timely interventions The importance and benefits of Adaptive Teaching Staff working group established - Teaching, Learning and Assessment with identified collegiate time on the school calendar. This group will also provide all staff with CLPL opportunities and examples of good practice Regular review of BGE tracking data by departments in order to plan/ adapt as necessary for future teaching/learning and targeted interventions. Review to also ensure consistency. Learning programmes are established and implemented ensuring breadth and challenge. 	A Cooney/M Forbes	June 2025	<ul style="list-style-type: none"> Learning walk analysis shows 80% of all lessons contain high quality teaching and learning. Evidence from quantitative data gathered from Learning Walks, lesson observations and pupil voice. Additionally, data in ACEL and National Assessments show almost all pupils have made progress over time and that almost all learners are 'On Track' in Literacy and Numeracy. THS Data Hub, this collates all assessment data in one place, shows that all pupils support needs were identified, intervention was implemented and progress was achieved. (ACEL and National Assessments) Learning Walks and pupil voice data demonstrates most lessons provide pupils with appropriate breadth and challenge. Data from ACEI and National Awards reflect pupils are making progress over time in line with expectations. Learning Walks Data and staff surveys demonstrate almost all teachers are utilising Adaptive Teaching methodologies in each lesson. Tracking and monitoring and pupil voice surveys show pupils are making progress

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|--|---------------------------|----------------|--|
| <ul style="list-style-type: none"> CLPL provided to all teaching and support staff around Adaptive Teaching | Aine Cooney/Joanna Martin | September 2024 | over time in line with their expectations and feel they receive appropriate support to make this progress. |
|--|---------------------------|----------------|--|

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-2025

Strategic Priority 3:

Title: **Self Evaluation for self- improvement**

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
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- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carers engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for 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 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

[illegible]



			<ul style="list-style-type: none">Departmental reviews 2024-2025 demonstrate self-improvement from previous reviews and identify current self-evaluation.
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2024-2025
Strategic Priority GME:	Title: Supporting the Gaelic Culture within THS		
National Improvement Framework Key Priorities <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy.		Argyll and Bute Gaelic Language Plan Targets GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives

<ul style="list-style-type: none">● School and ELC leadership● Teacher and practitioner professionalism● Parent/carer engagement and family learning● Curriculum and assessment● School and ELC improvement● Performance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none">● Raise educational attainment and achievement for all● Use performance information to secure improvement for children and young people● Ensure children have the best start in life and are ready to succeed● Equip young people to secure and sustain positive destinations and achieve success in life● Ensure high quality partnership working and community engagement● Strengthen leadership at all levels	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none">● Continue to identify opportunities to sustain/support/increase the use and learning of Gaelic outwith classroom vocabulary● Engage with Film G and the National Debating competitions● Set up a Mod club to ensure all pupils have the opportunity to enter a variety of Gaelic Language competitions, supporting their use and acquisition of Gaelic.	M Forbes/A Cooney M Forbes/A Cooney	December 2024 June 2024	<ul style="list-style-type: none">● Pupil Voice/Survey indicate that 50% of those attending Gaelic language opportunities outwith the classroom report they have increased/broadened their Gaelic vocabulary● Staff are increasingly confident in using greetings/praise through the medium of Gaelic. 50% of

<ul style="list-style-type: none"> ● Continue to enhance staff usage of Gaelic around the school, including non-teaching staff. Words/Phrases bi-monthly to be established. ● Continue to increase visibility and use of Gaelic throughout the school ● Promote and support pupils to register and participate in Gaelic on Duolingo. (Time given in House Time and in GME lessons) ● Create and implement a new and engaging Higher Gaidhlig course. ● Plan and implement a Gaelic focused careers event to promote the many career opportunities available to Gaelic speakers, particularly in the creative and digital world. (Fayre is for GME And GLE) 			<p>staff are consistently using Gaelic praise/ greetings within lessons/school. Lesson observations, learning walks and staff questionnaires will evidence this.</p> <ul style="list-style-type: none"> ● 100% of signs/posters etc are displayed in Gaelic. Pupil survey reveals all pupils are much more aware of the culture of Galeic within THS ● 50% of our GME and 25% of our GLE pupils register for Duolingo. And through pupil survey 50% report that it has improved their confidence in spoken Gaelic. ● Pupil survey records all Higher Gaidhlig students are finding their course engaging and supports their Gaidhlig speaking and writing attainment. Data harvest will also show improvement over time in line with expectations.
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			<ul style="list-style-type: none">• All pupils attend a Gaelic focused careers event. And almost all pupils report that they are aware of employment opportunities utilising their Gaelic skills.
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Pupil Equity Funding Planning and Reporting	School Name: Tiree High School
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Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**Identify:**

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- To be included:

School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschoools%2Blist%2BMay%2B2017.xlsx>

6% FSME, 0 SIMD 1/2 and other bands as appropriate, 50 % ASN - is there a link with those affected by poverty? No there is no link in this school during this academic year.

A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.
- How have you consulted with and involved parents/carers and pupils in the process?
- Aim and expected impact of proposals.
- Plans to work in partnership with other schools/local partners/providers, if applicable
- Link to Our Children, Their Future
- Link to HGIOS 4 Quality indicators / NIF

How will progress be measured (what, when and how)?

- How will you know your interventions are having an impact/improving outcomes?
- Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).
- Data, new and existing, which will be required.
- Plans for how data will be collected and reported.

Identify organiser for proposed intervention/project

- Teaching and Learning
- Leadership
- Family and Community

Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Health and Wellbeing Officer Pupils identified by the PT Guidance/Support or Senior	Continue to employ a part-time Family Liaison Officer. (FLO) Our Family Liaison Officer will continue to focus on attendance and health and well-being issues which have been identified as one of the key barriers to attainment in our target	All pupils and their families in our target groups meet with the FLO in order to support and agree the identified outcome and parts each will play in achieving them. Regular tracking and monitoring in place to measure outcomes and take appropriate action. Fresh fruit and salad vegetables available to all children on arrival to	Measure January 2024	

Depute. Depute and Senior Depute as living in poverty	<p>groups. The Family Liaison officer will continue to provide an interface between families and school and work to support our children in the target groups to engage with their learning. This includes work on resilience, self-esteem and anger management. Continue to utilise the Digital Wellbeing tracker, which provides information around the 5 key GIRFEC questions;</p> <ul style="list-style-type: none"> ● What is getting in the way of this child's or young person's well-being? ● Do I have all the information I need to help this child and young person? ● What can I do now to help this child and young person? ● What can my agency do to help this child or young person? ● What additional help, if any, may be needed from others? 	school/nursery to ensure no child starts their day hungry.		
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	Free fresh fruit and salad vegetables			
Live - N -Learn	Training for S4, S5 and targeted S6 pupils on developing a growth mind-set and effective study skills. There will be two sessions for each year group on October 23/February24. In addition there will be parental engagement sessions and a staff session.	<p>Aimed at S5/6, this element of FOCUS West is aimed at pupils who would like to progress after school to Higher Education but would be more likely to enter via a college-based HNC/D course. Routes for All is a programme that concentrates on study skills, and preparation for examinations, courses and careers. The teams provide advice on applications, personal statements and interview skills and help to focus pupils on the practical requirements for progression to Higher National courses.</p> <p>100% of our S5/S6 pupils engage with Focus West and report that the support was helpful</p>		
<p>FOCUS West</p> <p>University of Strathclyde</p>		<p>Aimed at S5/6, this element of FOCUS West is aimed at pupils who would like to progress after school to Higher Education but would be more likely to enter via a college-based HNC/D course. Routes for All is a programme that concentrates on study skills, and preparation for examinations, courses and careers. The teams provide advice on applications, personal statements and interview skills and help to focus pupils on the practical requirements for progression to Higher National courses.</p> <p>100% of our S5/S6 pupils engage with Focus West and report that the support was helpful</p>		

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>
Spend Details				Carry Forward 2023 - 2024				PEF Allocation 2024 - 2025			
Part - Time 'Health and Wellbeing Family Liaison Officer'				£				£ 6480			
				Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.				Final spend (End of Session) Identify any significant changes in expenditure.			
				£				£			