West Lothian Council

THE JAMES YOUNG HIGH SCHOOL IMPROVEMENT PLAN

2018 / 2019

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014

Our learning Our community Our future

With a focus on:

Achievement: where we are all learners engaging in excellent, challenging and innovative learning experiences where we all have opportunities to achieve our full potential

Relationships: where we value and respect all members of our community and communicate openly and honestly, working collaboratively

Aspiration: where we pursue excellence through resilience, hard work and determination, and have high expectations of ourselves and others

Our Aims

Leadership and Management

• To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

Learning Provision

• To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.

• To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

• To ensure the best possible outcomes for all our learne

where School/Faculty				Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities *(observable, measurable outcomes which focus on learning, achievement and wellbeing)*	NIF driver mapping *(check as appropriate)*	HGIOS4 QIs		Proposed Actions	By Whom	By When	Measures of Success *(include performance data, quality indicators and stakeholders' views)*
Raising attainment for all: A strengthened curriculum rationale with a clear line of sight to our Vision that is understood by all	☒School Improvement ☒School Leadership ☒Teacher Professonalism ☒Parental Engagement ☒Assess. of Children's Progress ☐Performance Information	1.1 1.2 1.3 2.2 2.3 2.7 3.2		➢ Revision of our curriculum rationale to reflect Vision, Values and Aims; impact of curricular decisions and embed any agreed improvements or alterations to our curriculum model	DHTC	Oct 2018	QI 2.2; staff & pupil views
				➢ Communicate to all pupils, staff and parents	DHTC	Oct 2018	QI 2.2; staff, parent & pupil views
				➢ Use of improvement methodology to strengthen cross cutting themes delivery as well as IDL	DHTC	Oct 2018	QI 2.2; staff, parent & pupil views including 5 aday
				➢ Consider the inclusion of personalisation & choice within subject areas	PTCs	Oct 2018	QI 2.2; staff, parent & pupil views Including 5 aday
				➢ Development of outdoor learning strategy to allow organic growth in subject areas	REMIT	March 2019	QI 2.2; staff, parent & pupil views
				➢ Clearly establishing the role of all staff in RoA including HWB and Digital Literacy	PTHWB	March 2019	QI 2.2; staff, parent & pupil views
Further developed curriculum pathways to ensure Equity and Excellence for all groups of learners				➢ Faculty strategic review of learner pathways from and infiltrating BGE	PTCs	Oct 2018	QI 2.2, 3.2; staff, parent & pupil views, increased options
				➢ CLPL for staff involved in course choice	DHTC	Jan 2019	Qi 1.2; teacher views, QA process
				➢ Engagement as an SCQF Ambassador School to support increased course choice	ELT	Oct 2018	Increased options, increased tariff scores
				➢ Improvement methodology to enhance the process of curricular transition	DHTC	Dec 2018	QI 2.2, 3.2; staff, parent & pupil views
				➢ Strengthening the purpose of BGE; in particular S3, to ensure suitable and challenging progression to SP	DHTC	Oct 2018	QI 2.2; staff, parent & pupil views
				➢ Building curriculum opportunities in the Resource	DHTC PTC	May 2019	QI 2.2, QI 3.2; pupil views, attainment profile
				➢ To develop the concept of iaspire in learning	REMIT	Dec 2018	QI 3.2; pupil views, teacher surveys, tariff scores, reintegration data
Increased ownership and involvement of parents, partners and pupils in all aspects of school improvement				➢ Opportunities for 5 aday, focus groups and improvement sessions for parents, pupils and partners in SLT Self-Evaluation Calendar	DHTC	Oct 2018	QI 1.1, 2.7; participation figures in improvement activities
				➢ Expansion of PDF opportunities	DHTC	Oct 2018	QI 1.1, 1.3; feedback from teachers, teacher survey March 2019
				➢ Creation of pupil voice strategy including use of Learner HGIOS 4; with a clear line of sight regarding impact at whole school and faculty level	HT DHTC	May 2019	QI 1.1, 1.2, 2.3, 3.2; impact of pupil voice in any initiatives, pupil surveys
				➢ You Said We Did created for parents, pupils and staff to show value of stakeholder input	DHTC	Sep 2018	QI 2.3; parent, pupil and staff surveys March 2019

				➢ Review of Self-Evaluation policy including Phase B CSI	DHTC	Dec 2018	QI 1.1, 2.3; policy document, staff views
Family Learning activities impacting on targeted pupils				➢ A programme of targeted family learning activities including work with SDS in primary transition	REMIT	Dec 2018	QI 2.7; participation figures, pupil and parental surveys
A legacy from Tapestry developed by staff and pupils which outlines our Learning & Teaching vision that positively impacts on all learners consistently across our school				➢ Development of a learning, teaching and assessment statement to reflect our vision and including our aim for learning and teaching and Creativity	REMIT	Oct 2018	QI 1.2, 1.3, 2.3, 3.2; VSE findings from classroom visits, CSI, learner surveys
				➢ Capture the impact of Tapestry through baseline data and PRD impact discussions	PTC	May 2019	QI 1.1, 2.3; VSE findings from classroom visits, CSI, learner surveys, PRD discussions
				➢ Creation of Digital Literacy Strategy including CLPL for staff and training for pupils to embed in classroom practise	PTC	May 2019	QI 1.3, 2.3; CSi, learner & teacher surveys March 2019
Positive relationships observed consistently across our school				➢ Review of positive relationships policies by SLWG in line with WLC	DHTS	Oct 2018	QI 1.3, 2.3; Learner and Teacher surveys March 2019
				➢ Implementation of ACE Awareness training	PTHWB	May 2019	QI 2.3; Learner and Teaching surveys March 2019
All staff see the value in capturing the impact of change on learners				➢ Discussion and sharing of practise at PTC meetings to ensure inward, forward and outward angles considered	DHTC	Oct 2018	Qi 2.3; minutes of PTC meetings; faculty SESS
				➢ Inclusion of IP impact meetings	DHTC	Oct 2018	Qi 1.3; minutes
				➢ Encourage staff to evaluate impact of any changes in classroom	DHTC	Oct 2018	Qi 1.2; minutes, teacher survey March 2019
Data to inform all decision making to positively impact on all learners				➢ Raising Attainment strategy to include use of standardised data such as CAT and SNSA	DHTC	Oct 2018	Qi 1.1, 2.3; PF meeting minutes
				➢ Analysis of SP assessment and rationale post unit assessment removal	DHTC	Dec 2018	Qi 2.3; PTC Minutes, T&M document
				➢ Expansion of intelligent use of data amongst all staff to lead to school improvement such as class performance from SP tracking and BGE tracking	DHTC	Dec 2018	Qi 2.3; departmental Minutes
				➢ Full implementation of JYHS on track to demonstrate attainment over time	DHTC	Oct 2018	QI 2.3; JYHS on track trends and attainment summaries
				➢ Use of JYHS on Track data to monitor and intervene for BGE learners including ASD, Q1 & 2 and LAC learners in PF meetings	DHTC	Sep 2018	QI 1.1, 2.3, 3.2; PF meetings actions
				➢ Agreement of non-negotiable tracking data required in departmental tracking to underpin JYHS on Track	DHTC	Sep 2018	Qi 1.1, 2.3; departmental tracking systems
				➢ Inclusion of ASD resource Attainment meetings	DHTC	Sep 2018	Qi 2.3; departmental minutes
				➢ Use of Improvement Methodologies with wider PTCs and	DHTC	May 2019	QI 1.3; impact on learners from interventions

			staff groups			
Progression through BGE and purpose of assessment clearly understood and valued by parents and pupils			➤ Use of website and 'visible curriculum' to support parental understanding of progression	DHTC	May 2019	QI 2.3; parental survey March 2019
			➤ Senior Phase techniques to replicate in BGE in relation to quality learner conversations; clear message to pupils regarding the value and purpose of assessment S1-3	DHTC	Dec 2018	QI 1.1, 2.3; VSE findings from classroom visits, CSI, learner surveys March 2019
			➤ Review of all standard letters	DHTC	Oct 2018	QI 2.3; parental survey March 2019
			➤ Evidence of impact of moderation activities to be gathered	DHTC	Oct 2018	QI 1.1; teacher survey March 2019
			➤ A review of progression pathways in line with Benchmarks	DHTC	Dec 2018	QI 1.1; course plans
			➤ Introduction of BGE Information Session; PATPAL; family learning orientated with further links to support	DHTC PTLiT PTNUM	Sep 2018	QI; 3.2 parental post event survey & March 2019 survey
A vision that we see every day in our interactions with pupils			➤ Redefine our Aims and Values to help us achieve our Vision using core QIs and making this visible every day	DHTC DHTS	Oct 2018	QI 1.1, 1.3; teacher survey March 2019, VSE classroom visits, CSI
An increase in professional learning opportunities for all staff which has an impact directly on learners			➤ Creation of an internal CLPL calendar including cross cutting themes	DHTC PTC	Sep 2018	QI 1.2, 1.3; attendance at CLPL, impact surveys
			➤ Weekly staff bulletin with reflective questions from GTCS and HGIOS 4	DHTC	Aug 2018	QI 1.2, 1.3; teacher surveys
			➤ Impact surveys on all internal and external CLPL activities	DHTC	Aug 2018	QI 1.3; data from surveys
			➤ Further development of PRD process to ensure clear impact of CLPL on pupils is clear	DHTC	May 2019	QI 1.1; teacher surveys March 2019
			➤ Evaluate the impact of SLWG activity on learners	DHTC DHTS	May 2019	QI 1.2; learner views, teacher views, data specific to SLWG eg instances of use of CES
Improvement in Literacy for all: An increase in individualised progression pathways Clarity around RoA in Literacy Instilling a love for reading in all S1 pupils leading to improved reading scores in standardised assessments	☐School Improvement ☐School Leadership ☐Teacher Professionalism ☐Parental Engagement ☒Assess. of Children's Progress ☒Performance Information	1.1 3.2	➤ Expansion of igrow in S2 with clear impact data	PTC	May 2019	QI 3.2; baseline data v end point
			➤ Completion of Literacy strategy including clarity around RoA 'where literacy lives' and use of data, targets (stretch aims), universal and targeted support	PTC	Dec 2018	QI 3.2; teacher survey March 2019
			➤ Opportunities for Literacy moderation and support for Literacy interventions such as work in vocabulary	PTC	May 2019	QI 1.1; teacher survey March 2019, CLPL impact data
			➤ Focus on reading; establishing baseline from YARC assessment for paired Scotland Reads Programme. Training for staff and parents involved	PTC	Sep 2018	QI 3.2; YARC assessment data, pupil views
			➤ Additional resources sourced including Literacy Space/s	PTC	Sep 2018	QI 3.2; YARC assessment data, pupil views

Improvement in Numeracy for all: An increase in individualised progression pathways Clarity around RoA in Numeracy	☐School Improvement ☐School Leadership ☐Teacher Professonalism ☐Parental Engagement ☒Assess. of Children's Progress ☒Performance Information	1.1 3.2	➤ Expansion of igrow in S2 with clear impact data	PTC	May 2019	QI 3.2; baseline data v end point
			➤ Completion of Numeracy strategy including clarity around RoA and use of data, targets (stretch aims), universal and targeted support	PTC	Dec 2018	QI 3.2; teacher survey March 2019
			➤ Development of curriculum in S4-6 to increase exit point Level 5 Numeracy (66% in S4 stretch aim) and ensure a reduction in our gap between Q1 & Q5 to 14%	PTC	Dec 2018	QI 3.2; insight data
			➤ Opportunities for Numeracy moderation with a link teacher from each subject	PTC	Dec 2018	QI 1.1; teacher survey March 2019; CLPL impact data
			➤ Inset Numeracy focus – explaining SNSA, using benchmarks and aim for a sustainable annual event	PTC	Dec 2018	QI 2.2; teacher survey March 2019
			➤ Individual Maths teacher to link with each subject area to target Numeracy subject specific support	PTC	Oct 2018	QI 2.2; teacher survey March 2019
			➤ Develop further common strategies between primary and secondary linking with DHT Numeracy	PTC	Oct 2018	QI 3.2; teacher feedback
			➤ Numeracy Ambassadors to focus on S1 & S2 pupils and offer peer to peer tutoring	PTC	Sep 2018	QI 3.2; pupil feedback
			➤ Consider Stretch Aims 2023 and strategies to achieve this including 25% of school leavers to achieve Higher Maths, a reduction in the gap between Q1 & Q5 pupils achieving N5 Maths to 20% (35% achieving overall)	PTC	May 2018	QI 3.2; Insight analysis
Improvement in all children and young people's wellbeing: To raise the profile of all aspects of Wellbeing (physical, mental and emotional) and develop a consistent and shared understanding of Wellbeing across whole school community and its direct relationship and impact on pupil experience, attainment and achievement To raise awareness of wellbeing indicators among all stakeholders and develop a clearer understanding of significance of indicators in terms of GIRFEC and how they can be used	☐School Improvement ☐School Leadership ☐Teacher Professonalism ☐Parental Engagement ☐Assess. of Children's Progress ☐Performance Information	1.1 1.3 2.1 2.2 2.3 2.7 3.1 3.2	➤ Establish joint pupil/staff working group to establish Wellbeing strategy and future direction within JYHS, ensuring that wellbeing is a key feature of the school's vision and values moving forward ➤ Programme of CLPL(HUB model) opportunities to discuss aspects of wellbeing with other professionals (out with education) committed to its promotion ➤ Professional Discussion Forums on Wellbeing ➤ Data on wellbeing accessible to staff and opportunities for analysis and professional dialogue ➤ Increase awareness amongst staff of ACE's, trauma, detachment, Care experienced and how these impact children's development and learning. ➤ Implement and update staff with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all young people e.g.	DHTS /PTC HWB DHTS DHT/ PSM/HH DHTS/ PTC HWB DHTS	May 2019 May 2019 Ongoing Dec 2018 Dec	Creation of Wellbeing Strategy Vision statement CLPL programme for staff and evaluation Impact of professional learning Ethos Increased profile of HWB Surveys and feedback from staff Assembly programme

effectively by all staff to inform planning to meet pupils' needs. To ensure opportunities are embedded within the curriculum for pupils to self-evaluate using indicators and increase pupils' confidence in assessing wellbeing and employing strategies to improve it Develop a robust system for tracking wellbeing concerns across the school community including those reported to us by other agencies with a view to identifying common themes which will inform future strategy/ priorities and curriculum planning in the area of HWB Improve average attendance across all quintiles with a focus on achieving 95% attendance for pupils in quintiles 1, 2 and 3 All pupils, staff and partners have a clear understanding of expectations and the importance of positive relationships in promoting wellbeing and positive attitudes towards learning Develop a shared vision for i-aspire moving forward ensuring that the needs of all learners are met through this provision including those at risk of exclusion An increase in opportunities to celebrate pupil achievement Increased participation in personal achievement including leadership activities across all quintiles			West Lothian Council Promoting positive relationships, Relationships for Learning Policy, LAC policy, updated guidance on medication in school and revised Continuum of Support. ➢ Review and Moderate standards of AofWB, IEPs and CPMs ➢ Structured Assembly Programme for pupils on key aspects of wellbeing and useful strategies/supports available ➢ Implementation of Wellbeing programme for parents/carers based on needs analysis to provide strategies and signpost to services to enable them to continue to promote and safeguard wellbeing of child/young person ➢ Review of HWB across the curriculum to ensure that opportunities are embedded for exposure to wellbeing indicators and discussion ➢ CPD for staff on materials/resources/toolkits developed by the authority to support assessment and moderation, planning and review in the area of Wellbeing – responsibility of all ➢ To develop the concept of iaspire Support ➢ Creation of Promoting Positive Attendance Strategy • Termly self-evaluation exercise with all pupils in S1-S3 using the Wellbeing Wheel. Information used by staff to lead learner conversations around wellbeing, discuss strategies and plan interventions leading to improvement • Revise GIRFEC & Wellbeing Planning Toolkit to include a RAG approach to wellbeing indicators according to level of concern/need for all year groups • Creation of electronic wellbeing information folders for all pupils containing wellbeing plans hyperlinked to GIRFEC & Wellbeing Planning Toolkit • Implementation of wellbeing concern tracking system • Regular analysis of wellbeing data including wellbeing concern forms, assessments of wellbeing, child protection, domestic abuse, police concern reports, attendance data • Termly House Assemblies using achievement database now incorporated in GIRFEC spreadsheet • i-participate strategy aligned to PSE programme to ensure link between achievement and skills development is clear	DHTS DHTS /PSM/ ALL DHTS/ PSM/HH DHTS /HH DHTS ELT DHTS/ HH DHTS/ PSM HH PSM DHTS/P SM/HH	2018 June 2019 Jan 2019 Dec 2018 Aug 18 May 2019 Dec 18 Dec 18 May 2019 Aug 18 May 2019	and evaluation with pupils HWB Programme for parents & evaluation Evaluation of HWB curriculum Feedback from staff re confidence in assessing wellbeing and using toolkits Data QA learner conversations Progress in HWB (indicators being met) Staff feedback Number of staff consulting wellbeing plans as part of L&T preparation process Improved knowledge and understanding of pupils' needs Tracking system to enable Identification of need Data used to inform modifications to curriculum/interventio n planning Improved early intervention Professional dialogue Minutes of meetings Collaborative practice Development of common approaches/policies

				Responsible	Timescale	Evidence
			• Expansion of i-lead programme in particular for pupils S1-4 and S5 i-develop linked to school improvement • Evaluation and development of the concept of i-aspire • Expansion of pupil voice opportunities and creation of pupil voice strategy • Evidence gathering during CSI activities to inform further future actions • Review and revise current system for recognising and celebrating achievement.	FLO DHTS/ HH DHTS/ PSM HH DHTS /PSM /HH	May 2019 Sept 2018 Sept 2018	Termly House Assemblies Pupil surveys SIMD data file CSI pupil views and observations
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Increase in pupil confidence in talking about their skills and strengths confidently	☐School Improvement ☒School Leadership ☐Teacher Professonalism ☐Parental Engagement ☒Assess. of Children's Progress ☒Performance Information	1.1 1.2 2.2 2.7 3.2	➢ Strengthen the links to skills development in all ijourney options	PTC	May 2019	QI 2.2, QI 3.2; pupil views
			➢ Introduction of iAmSkilled in S3	DHTC	May 2019	QI 1.1, 2.2, 3.2, Career Education Standard, baseline and end point data, PD qualifications, pupil & staff views
			➢ Launch and embedding of cluster skills framework	DHTC	May 2019	QI 2.2, 3.2, Career Education Standard, baseline and end point data, pupil & staff views, CSI
Career Education Standard fully embedded naturally in all subject areas			➢ Use Didbook exemplars and reports as part of staff newsletter to enhance quality of entries	DHTC	May 2019	QI 1.1, 2.2, Career Education Standard, increase in Didbook entries and quality
			➢ i-participate policy realigned to PSE programme – including JASS - with increased opportunities for celebration of achievement at house assemblies	DHTC	October 2018	QI 2.3, 3.2; participation measures in JYHS on Track
Pupils feel resilient and can come back from any adverse situation			➢ Creation of a mechanism for tracking participation and engagement in JYHS on Track	DHTC PTS	October 2018	QI 1.1, 2.3, 3.2; participation measures in JYHS on Track
			➢ Expansion of i-lead pathway S1-5	PTC	October 2018	QI 1.1, 2.3 3.2; participation, leadership qualifications
All pupils; no matter their choice of post school destination route feels supported and confident in their next steps			➢ Robust tracking of S6 enhanced curriculum including an increase in accredited courses	REMIT	October 2018	QI 2.3 3.2; tariff scores

➢ Establishment of DYW Working Group to foster organic links to skills and careers in subject areas as well as encourage further partnership working in curriculum design & delivery. Also encompasses cluster primary DYW	LEAD	May 2019	QI 2.2, QI 3.2; pupil views, impact analysis in departments, number of partnership links
➢ Expansion of industry placement opportunities for staff	REMIT	May 2019	QI 1.2; impact of engagement, pupil surveys Mach 2019
➢ Audit of ican statements in PSE	DHTC	Sep 2018	QI 3.2; pupil surveys March 2019
➢ Utilise assembly programme to link in 'did you know' and LMI information	DHTC	Dec 2018	QI 3.2; pupil surveys March 2019, Leavers surveys March 2019
➢ Resilience training for S5 pupils with Asda	DHTC	Oct 2018	Baseline data v exit point, leavers surveys March 2019
➢ Parity of esteem for UCAS and non-UCAS routes during PSE including speakers, videos of ex-pupils talking about their diverse career routes	DHTC	Oct 2018	Leavers survey March 2019
➢ S6 Assessment Centre Day	DHTC	Feb 2019	Leavers survey March 2019
➢ Preparation for sessions – building on ex-pupil network – 'alumni'	DHTC	Dec 2018	Leavers survey March 2019
➢ Consider ways to narrow the gap in HE destinations from most deprived and least deprived pupils including raising attainment workshops with identified non-UCAS applicants	DHTC	Dec 2018	Leavers survey March 2019

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) **Background**

JYHS is a non-denominational secondary school in West Lothian, serving the communities of Dedridge, Bankton, Murieston and Bellsquarry. Our social demographic profile is polar with 31% of our young people living in SIMD 1-3 and 45% living in SIMD8-10. On average 12% of young people are registered for FME.

Each year we usually have 20% of our pupils coming from out with catchment schools. 2018/19 this figure is 33% (2017-18 - 33%).

Deprivation Profile - Decile
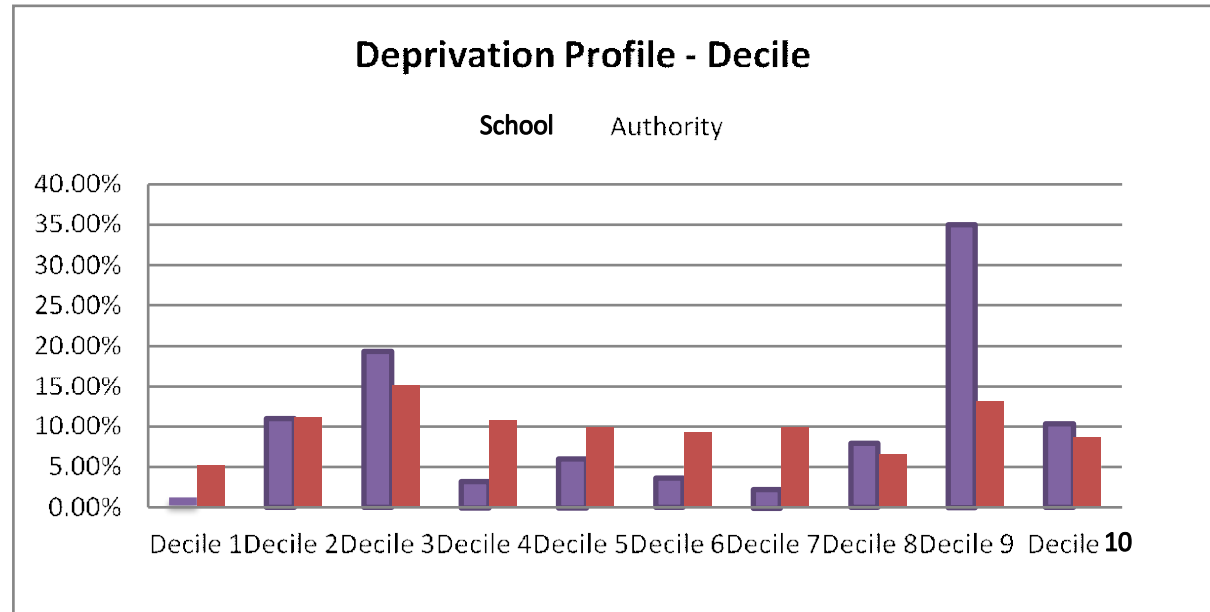
	School	Authority
Decile 1	1.50%	5.17%
Decile 2	10.99%	11.22%
Decile 3	19.35%	15.17%
Decile 4	3.17%	10.80%
Decile 5	5.98%	9.86%
Decile 6	3.61%	9.29%
Decile 7	2.20%	9.82%
Decile 8	7.92%	6.65%
Decile 9	35.00%	13.08%
Decile 10	10.29%	8.71%

b) Data

Our data incudes attendance/exclusions/attainment in BGE and Senior Phase. Faculty exit point data/SIMD data and SFL/ASN data and participation data including post school positive destinations. All of this is whole school but analysed individually per yeargroup/cohort.

Education deprivation (from JYHS PEF profile):

School Catchment	Attendance (Note 1)	Attainment	No Qualification*	NEET	HESA	Attend:Attainment Correlation
Armadale	81%	5.3	114	10%	4%	0.65
Bathgate	82%	5.3	109	9%	7%	0.64
Broxburn	83%	5.5	98	5%	8%	0.13
Deans	82%	5.4	100	7%	7%	0.60
Inveralmond	81%	5.4	113	7%	5%	0.91
James Young	**84%**	**5.6**	**75**	**5%**	**11%**	**0.86**
Linlithgow	90%	5.9	62	3%	15%	0.85
West Calder	84%	5.6	102	6%	8%	0.70
Whitburn	81%	5.3	143	9%	6%	0.59
West Lothian	**83%**	**5.5**	**102**	**7%**	**8%**	**0.73**

Attainment:
(Lit & numeracy graphs here)

| CfE Level 3 JYHS Gap Analysis 2017 v 2018														
% of pupils in each quintile achieving L3 Num								% of pupils in each quintile achieving L3 Writing						
	Quintile	1	2	3	4	5			Quintile	1	2	3	4	5
2017 JYHS		85.71%	85.37%	100.00%	100.00%	98.90%		2017 JYHS		71.43%	78.05%	87.50%	88.24%	96.70%
2017 WLC		87.12%	85.01%	90.00%	92.83%	96.34%		2017 WLC		85.28%	85.40%	90.57%	94.79%	95.65%
2018 JYHS		88.5%	95.0%	94.4%	94.4%	95.1%		2018 JYHS		92.3%	97.5%	94.4%	100.0%	97.6%
2018 WLC		86.5%	90.7%	94.5%	95.2%	97.1%		2018 WLC		86.0%	86.6%	93.8%	93.9%	96.4%
JYHS Q1 V Q5 2017	13.19%							JYHS Q1 V Q5 2017	25.27%					
JYHS Q1 V Q5 2018	6.7%							JYHS Q1 V Q5 2018	5.3%					
Gap Reduction	6.53%							Gap Reduction	20.02%					
Q1 increase/decrease	2.75%							Q1 increase/decrease	20.88%					
Q5 increase/decrease	-3.78%							Q5 increase/decrease	0.86%					
% of pupils in each quintile achieving L3 Reading								% of pupils in each quintile achieving L3 L&T						
	Quintile	1	2	3	4	5			Quintile	1	2	3	4	5
2017 JYHS		78.57%	82.93%	87.50%	94.12%	97.80%		2017 JYHS		89.29%	87.80%	93.75%	100.00%	100.00%
2017 WLC		86.50%	87.77%	90.00%	95.44%	96.57%		2017 WLC		88.04%	88.36%	90.00%	95.44%	96.34%
2018 JYHS		88.5%	97.5%	100.0%	100.0%	97.6%		2018 JYHS		92.3%	95.0%	94.4%	100.0%	97.6%
2018 WLC		86.5%	87.8%	96.0%	96.1%	97.6%		2018 WLC		87.1%	89.8%	95.0%	97.9%	97.3%
JYHS Q1 V Q5 2017	19.23%							JYHS Q1 V Q5 2017	10.71%					
JYHS Q1 V Q5 2018	9.1%							JYHS Q1 V Q5 2018	5.3%					
Gap Reduction	10.13%							Gap Reduction	5.46%					
Q1 increase/decrease	9.89%							Q1 increase/decrease	3.02%					
Q5 increase/decrease	-0.24%							Q5 increase/decrease	-2.44%					

School Attendance by Stage & SIMD Quintile

■ Quintile 1   ■ Quintile 2   ■ Quintile 3   ■ Quintile 4   ■ Quintile 5
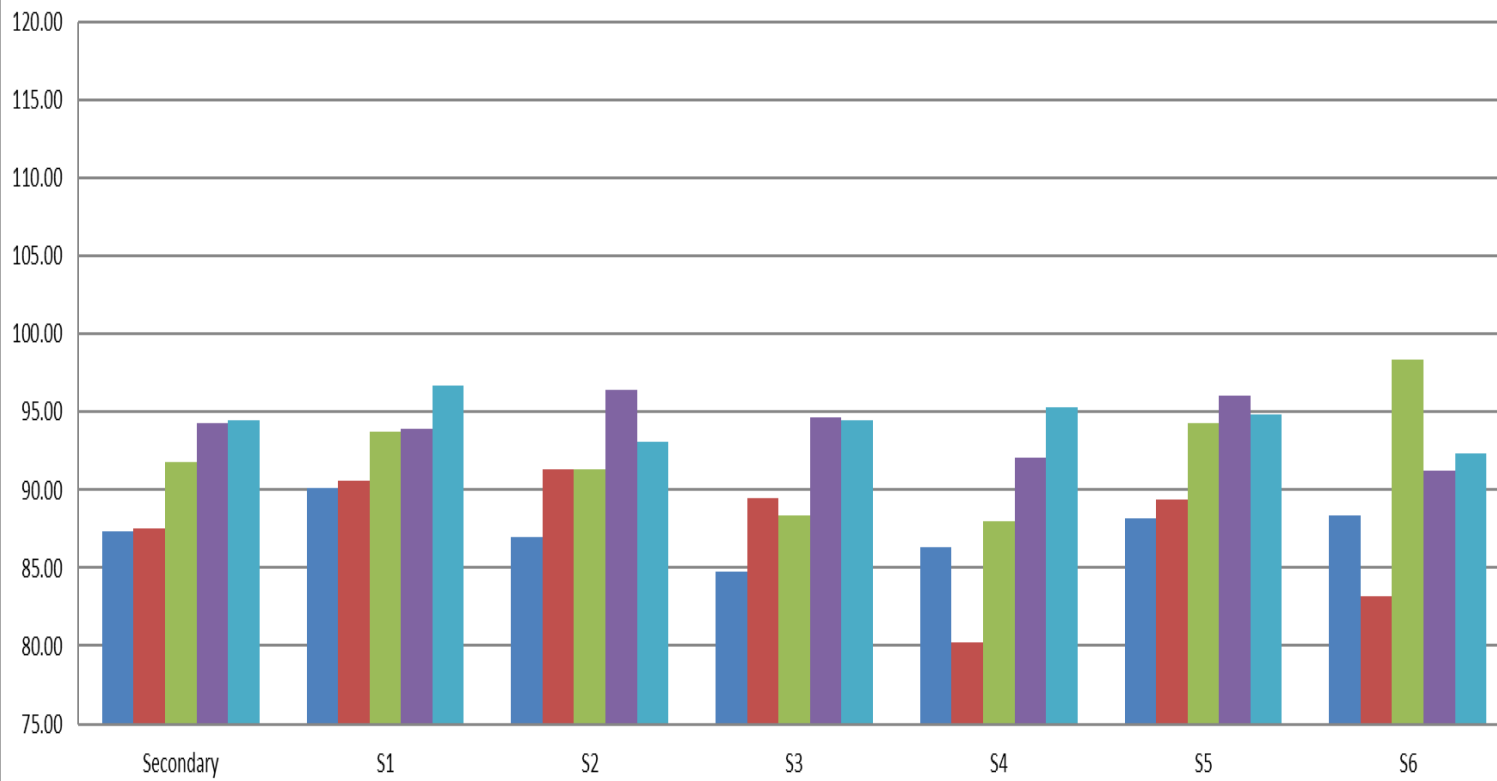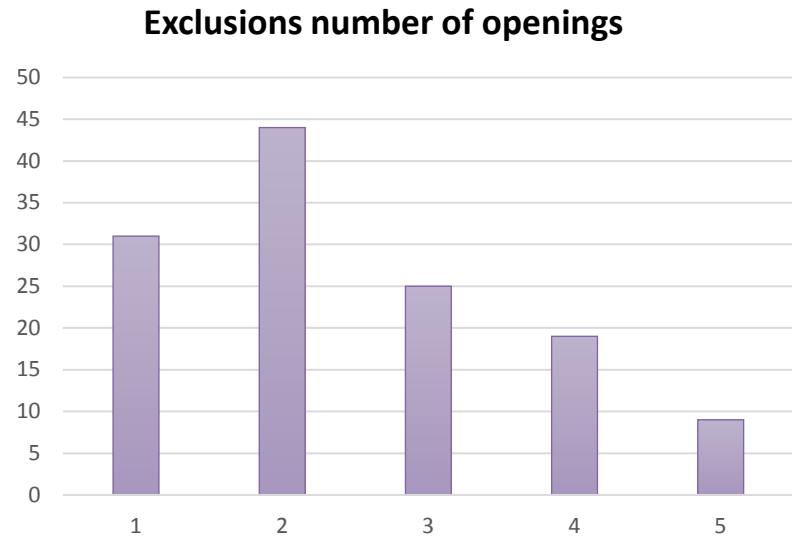
Attendance:

Lates:
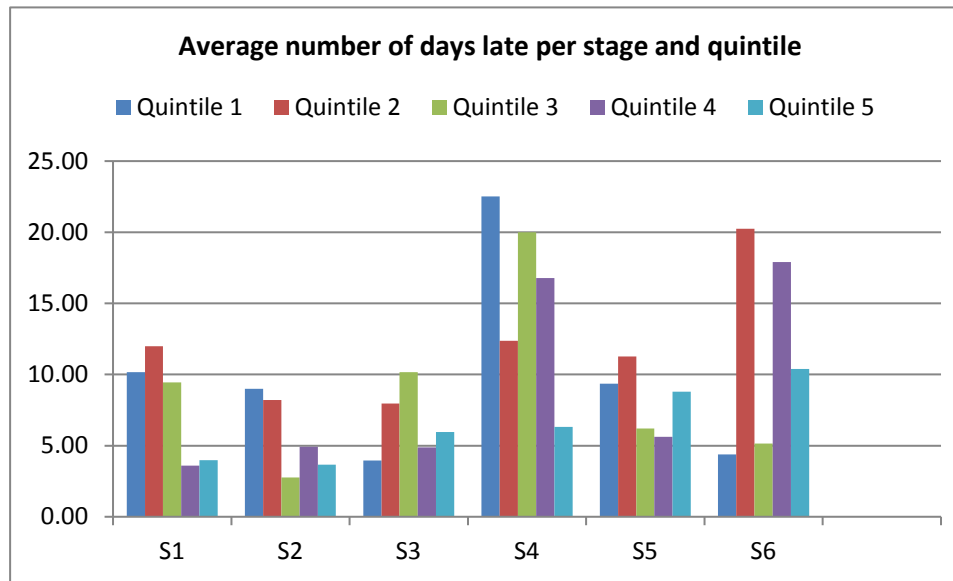
Exclusion:

c)   What is our 'gap' and who are our target groups and their barriers to learning?

After thorough analysis of data we have identified gaps and patterns of attainment and participation which reflect the pattern of SIMD within our school. Pupils living in lower SIMD are performing less well than pupils living in higher SIMD areas. Pupils in lowers SIMD are excluded more, attend less and are late more often than pupils from High SIMD.

Targeted groups will include some young people who are in receipt of free school meals, who live in an SIMD decile 1-3 area, are care experienced or are identified as having an additional support need. Although these will be the main target groups, they will continue to be extended to include pupils who are facing other potential barriers to learning including young carers, those with English as an additional language and any other factors which may impact on their learning potential.

This year we started to implement interventions using our PEF funding which are beginning to show an impact in the wellbeing of some of our identified young people, increasing confidence for small groups in literacy and numeracy, an increased understanding of numerical concepts and increased participation for young people in SIMD in extra-school club & activities.

d)   Summary/overview of proposal & non-negotiable outcomes.

The PEF interventions which have been put in place, and which will continue in session 2018-19, have led to our "gaps" between Q1 and Q5 in literacy and numeracy narrowing over 2017-18. This has led to us revising our 2020 targets based on 2018 CfE figures – see data tables above. These new targets are detailed in the proposal that follows. Our PEF champions will continue to implement these and our new interventions and the impact will be tracked and measured through improvement methodology techniques.

The proposal detailed below aims to continue the progress we have made in narrowing the attainment gap in literacy and numeracy. We plan to target pupils through support groups aimed at pupils experiencing difficulty in their literacy, numeracy and emotional development whilst at the same time building a culture of literacy, numeracy and health and wellbeing across all areas of the school. In addition we will continue to work with our cluster primary schools to develop literacy and numeracy practices will can be implemented cluster wide.

Levels of literacy and numeracy in Q1 and 2 will increase in line with West Lothian and Scottish Government stretch aims.
We aim to build on the increase seen in participation for young people in SIMD 1 & 2 to ensure a larger representation of lower SIMD pupils in all areas of excellence and across the school community.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? *(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)*	How will you measure the impact? *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported)*
Literacy	**Attainment:** • PEF Attainment Champion to support identified pupils across literacy and numeracy. Develop "Building a Reading Culture" within JYHS. • Improved reading skills through development & use of Scotland Reads programme with identified pupils from SIMD 1&2. • Develop "Breakfast Club" programme for identified pupils to support literacy, time-keeping and attendance. • Literacy Ambassadors to support literacy work in BGE classes including training S6 pupils in Scotland Reads paired reading. • Launch First Minister's Reading Challenge tracking pupils from identified groups.	*S1-S3* *Initially S1 pupils, roll out to S2 if appropriate this year, continue programme with S1 & S2 2019-2020*	Increase the reading age for identified pupils. Narrow the gap (Q1 – Q5) in L3 reading from 9% (2018) to 7% by 2020. Narrow the gap (Q1 – Q5) in L3 writing from 5% (2018) to 3% by 2020. Narrow the gap in (Q1 – Q5) L3 L&T from 5% (2018) to 3% by 2020. • Increase number of pupils achieving Level 3 reading by end of S3 to 98% from 96.7% by 2020 • Increase number of pupils achieving Level 3 writing by end of S3 to 98% from 96.3% by 2020 • Increase number of pupils achieving Level 3 L&T by end of S3 to 98% from 95.8% by 2020 • Increase from 42% to 55% in writing in Quintile 1	• York Assessment of Reading Comprehension (YARC) standardised reading assessments for baseline and to measure impact. • Standardised Testing • Teacher judgement • Relevant programme assessment measures. • Survey of pupil confidence and enjoyment of reading • West Lothian Council S3 attainment data.

	• Identify pupils from SIMD 1&2 • Increased moderation and feedback. • S3 pupils, develop "working words" small test of change, roll out across all departments through literacy group monitoring and tracking progress of pupils from identified groups. • Reading for understanding. • Continue supported interventions for identified S1/2 pupils in small group settings. • Identified EAL pupils supported to improve their literacy skills through IDL package.	*S3* *S1* *S1-S3*	• Increase from 53.8% to 60% in reading in Quintile 1 Narrow the gap $(Q1 - Q5)$ in L4 reading from 26% (2018) to 7% by 2020. Narrow the gap $(Q1 - Q5)$ in L4 writing from 40% (2018) to 3% by 2020. Narrow the gap in $(Q1 - Q5)$ in L4 L&T from 5% (2018) to 3% by 2020. • Increase number of pupils achieving Level 4 reading by end of S3 to 78% from 67.7% by 2020 • Increase number of pupils achieving Level 4 writing by end of S3 to 70% from 59% by 2020 • Increase number of pupils achieving Level 3 L&T by end of S3 to 70% from 61% by 2020 Improve pupils' confidence in and enjoyment of reading. Improve pupils' confidence in understanding and use of English language, reading, writing and talking. Increased confidence in accessing the curriculum.	• Teacher judgement • IDL programme assessment measures. • Teacher judgement across learning.
Numeracy	**Attainment:** • PEF Attainment Champion to support identified pupils across literacy and numeracy.		• Increase number of pupils achieving Level 3 Numeracy by end of S3 to 95% from 93.5% by 2020 and to 96% by 2023	• Standardised Testing • Teacher judgement • Relevant programme assessment

	• Implement Numeracy Ninja program in BGE. • Continued primary liaison using Cluster Numeracy DHT role • *Further teachers trained in Maths Recovery to support interventions including Small Group Setting tbc* • Develop Small Group setting model to allow greater flexibility to allow more pupils to allow pupils to move between groups/classes as appropriate. • Supported study programme with additional resources created for pupils not able to attend. • Develop Breakfast Club programme for identified pupils to support literacy, time-keeping and attendance. • Numeracy Ambassadors to support interventions in S1 including use of PS time and breakfast club programme.		• Narrow the gap (Q1 – Q5) for pupils achieving Level 3 Numeracy by end of S3 from 6.7% to 4.5% by 2020. • Increase from61.5% to 72% in level 3 numeracy in Quintile 1 • Increase number of pupils achieving Level 4 Numeracy by end of S3 to 78% from 75.5% by 2020. • Narrow the gap (Q1 – Q5) for pupils achieving Level 4 Numeracy by end of S3 from 26% to 16% by 2020. • Increase the number of pupils achieving Level 5 Numeracy by exit point to 70% (54% 2018) by 2020 in line with VC schools (Insight)	measures (GL Assessment). • West Lothian Council S3 attainment data. • Performance tracking comparison comparing Maths assessment data to CAT predictions to highlight those who are potentially underperforming
Health and Wellbeing	**Attendance:** • Targeted interventions to address decreasing attendance across SIMD 1-3 in all year groups. • Small test of change for		Increase in average attendance from 87% in quintile 1 to 95% by 2020 *(same as 2017 plan)* Narrow the attendance gap for all pupils Q1 to Q5 from 7% to 3% by 2020 *(new stretch aim)*	• Attendance and late-coming data from SEEMIS.

	attendance ("return to school" appointments, language and catchup).
	• Positive attendance strategy.
	
	• Continue to support non-attenders through Family Link Worker.
	
	• Small test of change to improve time-keeping at all stages for identified pupils in S1 and S2
	
	• Develop Breakfast Club programme for identified pupils to support literacy, time-keeping and attendance.
	
	Inclusion/Exclusion:
	• PEF Inclusion Champion to support identified pupils
	
	    • Review of current inclusion provision and develop "alternative to exclusion" options.
	    • Develop strategies to support return to classes.
	
	• Counselling (SMILE) – continue to provide emotional support for identified pupils.
			* data accurate at April 2018
			
			Reduce lates for S1/2 pupils in SIMD Q 1-2 from 58% to 20% of total days lost by May 2019.
			(of total S1/2 lates)
			
			Reduce exclusion rates for pupils in SIMD Q 1-2 from 79 openings to 40 by May 2019
			(SIMD 1 – 34, 2 – 47 openings.)
			
			Improve mental wellbeing enabling identified pupils to be more "ready to learn".
			
			Reduce anxiety.
				
				• Exclusion data
				
				• Improved engagement and participation – Leuven Scale
				
				• Improved engagement and participation – Leuven Scale
				• Improved attendance.
				• Parental and HH judgement.

			Increase attendance/class participation.	
	• *Mental health training for key staff in order to support pupils*			*Improved understanding and reduced stigma.*
Across Learning	Central PEF Posts: • Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools • PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.		This team will support schools as follows: • Identifying the gap and providing a baseline • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies · Sharing good practice across the schools to assist with 2018 planning • Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff	HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap. A decision will be made in March 2018 if these posts should be extended beyond this date. Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.
	PEF Champion develop whole school poverty strategy and implement Cost of the School Day toolkit in order to produce action statement 2020	Whole school	School will have a statement of action to address cost of the school day 2020. Whole school community will have an awareness of the implication of poverty for young people and families and be able to minimise the impact of any associated costs.	Statement of Action (PEF Template) Less costs associated with attending and learning at JYHS
	Develop space within school to support interventions in literacy, numeracy and HEB zones, breakfast club programme,			

	parental engagement. *(All key indicators)*			
	Tapestry Programme for all staff		Improved pedagogy to support high quality learning and teaching on questioning, feedback, differentiation – all staff involved in TLC group Raised attainment for all Learners from Quintile 1 and 2 are able to support each other's learning and take increased responsibility for their own learning	• Learner conversations, learning walks and evidence of feedback • Comparative analysis of questions and tasks that motivate and elicit evidence of learning • Measure of self-regulation techniques to support Learning to Learn programme
	PEF Champs • Identification and direct working with specific groups of pupils within key indicators of attainment, attendance, inclusion/exclusion, participation and engagement.	S1-3	Improvement in literacy, numeracy and HWB targets are indicated above.	• Increased attainment in subject data T&M spreadsheets • Increased attendance • Reduction in exclusions • Reduction in lates per pupil • Increased participation data in supported study and Personal Achievement areas in School SIMD Data file
	Engagement: Parental Small test of change to look at increased parental engagement for parents' evenings from SIMD 1 & 2.		Increase SIMD 1 & 2 parental attendance for S1 & S2 parents evening from 19% to *35% for* S1 and 44% to *55%* S2 by May 2019.	Improved attendance at S1 & S2 parents' evenings.

Cluster Professional Learning (bespoke)				