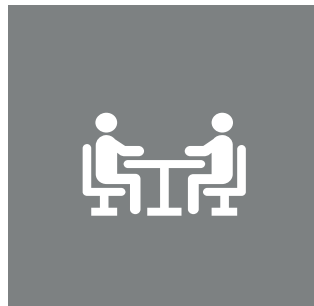




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# Quality Improvement Plan 2022-2023

## Primary School Data Profiles

\*Pre-prepared primary school data profiles are available on the analysis suite at:

[School Profile Documents](#). These were generated in March 2022.

To create an updated profile, use this [tool](#). Select your school and wait for it to pull the information into one place (can take a few seconds). The profiler tool will collect summary data from each of the relevant profile areas for your school, however you may wish to open individual profilers to access more specific data that targets your needs.

**You can then create a word document or print directly to include in your Quality Improvement documentation.**

Updates to the analysis suite will be picked up any time you create a new profile. Please email: [ECSInformation@pkc.gov.uk](mailto:ECSInformation@pkc.gov.uk) if you have any further questions or issues.


There are bitesize videos on the school profiles and other tools [here](#)

Further training opportunities in how to effectively use the [analysis suite](#) and School Data profiles will be made available in due course.

## Knowing our Gaps – Data and Analysis

<p><b>Key Local Data</b></p>	<p><b>Attainment and Achievement:</b></p> <ul style="list-style-type: none"> <li>• CfE Levels or NQ data in literacy and numeracy by SIMD quintiles</li> <li>• The gap between all children in each cohort and the most deprived, i.e., ACORN 5 literacy against overall literacy; Other gaps e.g., between boys and girls, ASN, EAL, Significant ethnic groups and LAC/care experienced learners</li> <li>• Use of virtual comparator school, local and national statistics</li> <li>• Achievement awards within the school and the community</li> <li>• Attendance/Exclusions,</li> <li>• HWB data e.g., engagement and perception scales, feedback from nurture intervention,</li> <li>• Participation Rates</li> <li>• Parental Engagement</li> <li>• Leaver Destinations</li> </ul>
<p><b>Analysis of What This Reveals in Terms of the Attainment Gap</b></p>	<p><b>What does attainment data suggest? Look for:</b></p> <ul style="list-style-type: none"> <li>• Achievement of a level data in key reporting year groups: P1 P4 P7, and for reading, writing, listening and talking and numeracy.</li> <li>• Achievement of a level against comparator schools and the authority in key reporting year groups</li> <li>• Achievement of a level in key year groups broken down by subject for demographic groups: all, boys, girls, ASN, EAL, SIMD 1, Acorn 4/5, LAC</li> <li>• Intersect attainment data with pastoral data i.e., attendance, HWB to fully understand and clarify the cause of the gap</li> </ul>
<p><b>Identification of Target Populations and Actions</b></p>	<p><i>Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school.</i></p> <p><b>Which groups will you target and how?</b></p>
<p><b>Areas for Collaborative Action</b></p>	<p><i>Can you collaborate within your local management group and local authority to make the best use of the funding? Have you involved key stakeholders including learners, families, and partner agencies at the planning stage? What areas would be best served by a collaborative approach?</i></p>

### 3 Year Overview\*

Performance Information 2020-2023	Key Priorities 2020-2023	School Leadership 2020-2023
<p>There is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.</p> <p>At Crieff High School, we will evaluate all quantitative data systematically and alongside our collected people's views and our direct observations.</p>	<ul style="list-style-type: none"> <li>• Leadership at all levels</li> <li>• Self-evaluation for self-improvement</li>   <li>• Learning, teaching and assessment</li> <li>• Reviewing and adapting our Curriculum</li>   <li>• Ensuring wellbeing, equality and inclusion</li> <li>• Raising attainment and achievement</li> </ul>	<p>Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all.</p> <p>At Crieff High School, our middle leaders will engage with the updated GTCS standards as a reflective and self-evaluate tool as well as the new PRD process within Perth &amp; Kinross Council. A Leadership Academy for young people will be launched which provides a pathway for the development of leadership skills from S1 – S6.</p>
School Improvement 2020-2023		Teacher Professionalism 2020-2023
<p>Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children.</p> <p>At Crieff High School, our lesson visit programme will seek the views of young people about their classroom experiences across all curriculum areas. There is a particular focus on digital technology enhancing the experience and children's rights through learner participation and UNCRC.</p>		<p>The quality of teaching is a key factor in improving children's learning and the outcomes they achieve.</p> <p>At Crieff High School, a suite of Microsoft CLPL programmes will be compiled to support our class teachers to embed digital technologies within their learning, teaching and assessment.</p>
Assessment of Children's progress 2020-2023	LMG Priority 2020-2023	Parental Engagement 2020-2023
<p>We need to know the size of the attainment gap at different ages and stages, across Perth and Kinross and in individual schools and LMGs, in order to take the right action to close it.</p> <p>At Crieff High School, our embedded senior phase tracking and monitoring practices are required to be extended into the Broad General Education of S1 – S3 to support our identification of attainment gaps across all year groups.</p>	<p>At Crieff High School, we are hopeful of collaborating with our LMG colleagues as we review and refresh our school community vision, values and aims.</p>	<p>International evidence confirms that parental involvement and engagement in children's learning supports improved attainment and achievement.</p> <p>At Crieff High School, approaches to parental engagement that were evaluated as successful during 2020/21 will be embraced and enhanced, where possible. These include online parent council meetings, virtual parents' evenings and curriculum information sessions.</p>



## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Improvement Outcome:** By embedding our collaborative approaches to self-evaluation and through effective leadership at all levels, young people will increasingly **enjoy their rights being respected** as part of a school community with a **renewed and shared vision**.

**NIF Priority:**  
All 4 NIF priorities

**NIF Driver(s):**  
School leadership

**HGIOS4 QI(s):** 1.1 Self-evaluation for self-improvement & 1.3 Leadership of Change

**School Lead:** J Donnelly A Douglas,

**Completion Date:** June '23

**Review Date:** January '23

**What impact will you measure?**  
*What's going to be different or better?*

**How will you measure it?**  
What and by when?

**Progress at Review Date**

### Universal Support

Refreshed Vision, Values and Aims are in place which are understood and can be articulated by staff, pupils and parents/carers.

Vision, Values and Aims permeate learning and the wider life of the school. Observed via learning walks and classroom visits.

December 2022 in line with the Crieff High School Action Plan

Young People are encouraged and supported to take a more meaningful role in decision making matters connected to their wellbeing, their individual rights and the life of the school.

Through the introduction of Form class representatives, pupil leadership opportunities are widened across the school.  
HT Friday Five @ Form discussions.

December 2022 in line with the Crieff High School Action Plan

Weekly

RRSA inputs during Form embed the respecting of rights within a young person's curriculum at Crieff High School

Gold Rights Respecting School Award  
Young people, staff and parents/carers survey to be distributed and analysed (Term 4)

- Q12. My school listens to my views (Majority to Most)
- Q13. My school takes my views into account (Minority to Majority)

Term 4  
Reviewed at identified dates within the QI calendar

Term 4

<p>Young people's views are included as part of middle leadership remit development</p> <p>Three key policies have been reviewed, refreshed and relaunched, namely;</p> <ul style="list-style-type: none"> <li>• Vision, Values and Aims</li> <li>• Positive Relationships Policy</li> <li>• Anti-Bullying Policy</li> </ul>	<p>Leadership and management mindframes survey to staff to evidence growth / baseline staff perceptions in relation to the Visible Learning mindframes (Term 4)</p> <p>Staff focus groups demonstrate that staff are aware of their role and application of both the Positive Relationships and Anti Bullying policies and practices contained within.</p> <p>Pupil focus groups clearly articulate what happens when a bullying incident is reported and the systems in place for them receiving feedback on each incident.</p> <p>Parent/carer focus groups demonstrate an understanding of the three policies. Parents/carers report that they receive clear and effective communication in relation to any concerns raised.</p>	<p>December 2022 in line with the Crieff High School Action Plan</p> <p>Review meetings with ECS colleagues</p>
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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Improvement Outcome:** Young people increasingly and consistently experience high-quality teaching and assessment approaches and increasingly identify how this impacts positively on their learning.

**NIF Priority:** All 4 NIF priorities

**NIF Driver(s):**  
Teacher professionalism,  
Assessment of children's  
performance

**HGIOS4 QI:**  
2.3 Learning, teaching and assessment

**School Lead:** L Prince, L Potter, M Wright

**Completion Date:** June '23

**Review Date:** January '23

**What impact will you measure?**

*What's going to be different or better?*

**How will you measure it?**

What and by when?

**Progress at Review Date**

### Universal Support

Identify school wide progression with our learning, teaching and assessment priorities:

- Learners leading learning
- Differentiated learning
- Questioning and feedback
- Digital Technologies

Most young people agree or strongly agree with statements relating to Confidence of young people, young people's understanding of progression in learning and pupil recognition of supportive feedback being received increases.

Visible learning survey (Term 2) to be analysed in comparison to 2019 pupil survey responses

Term 4 pupil survey (Majority to Most)

- Q7. My school is helping me to become confident
- Q22 Staff help me to understand how I am progressing in my school work
- Q23 The feedback I receive on my work helps me to improve my learning

Term 2

Term 4



<p>The majority of young people are becoming more confident in their use of Digital Technologies to support their learning.</p> <p>Lesson Visit Programme across all Departments of the school. SLT / PT visits to ensure high quality learning and teaching. Teacher feedback requested observation sheets be altered to allow teacher reflection. Feedback has been streamlined and has clear focus on learners leading learning, differentiation, questioning and feedback and opportunities provided to use digital technology.</p> <p>The learning, teaching and assessment website <a href="https://sites.google.com/pk.glow.scot/chs-learning-teaching-assess/home">https://sites.google.com/pk.glow.scot/chs-learning-teaching-assess/home</a> has launched and offers staff support, advice, CLPL and academic reading and research.</p> <p>Young people will participate in Department QA supported by staff and using the How Good Is OUR School questions to provide staff with strengths and next steps in relation to learning, teaching and assessment</p>	<ul style="list-style-type: none"> <li>• Q27 Staff support me to develop my digital skills</li> <li>• Q28 I have access to a range of modern digital technology to use in my learning</li> </ul> <p>Additional questions to be added to Term 2 pupil survey this year to establish a baseline</p> <p>Each Department will go through the programme. PTs were given the opportunity to comment on appropriate timings for their subjects. QA discussions with DHT Link</p> <p>Access can be monitored. The LTA SIG group will add material throughout the year. Staff will be asked to contribute suggestions.</p> <p>Pupil Voice / views in focus groups.</p>	<p>Term 4</p> <p>Term 2</p> <p>Dependent on ongoing progress Reviewed at identified dates within the QI calendar</p> <p>Dependent on ongoing progress Reviewed at identified dates within the QI calendar</p> <p>Ongoing Term 1-3</p>
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<p>Young people are more confident and proficient in the use of school Microsoft systems / Glow tile inputs to aid their completion of school, homework and retrieval practice. VL option available to young people who may find accessing the Campus challenging. Level 3 materials across the Curriculum ready.</p> <p>Young people have benefited from a positive reading culture across the school whereby critical thinking, creativity and resilience has been evident. Positive relationships built through dialogue with staff sharing their passion for reading too.</p> <p>Young people's understanding of racism, sexism, homophobia and transphobia has been enhanced as a result of appropriate changes and alterations that have been made to the PSE curriculum following their input/review.</p> <p>Partner equality groups have been working alongside the school to ensure PSE curriculum is up to date, appropriate and engaging.</p>	<p>Digital Schools Award accreditation - PKC aim to achieve by end of session 23-24.</p> <p>Increase in 5 @ Level 3 attainment outcomes by the end of S4</p> <p>Reading Schools accreditation – Core Achieved. Working towards Silver by end of session 23.</p> <p>MJ completing the Education Scotland Building Racial Literacy programme</p> <p>Evidence of a quality assurance calendar and outcome of activities undertaken and their impact on PSE curriculum is in place and available.</p> <p>Evidence of Pupil focus groups convening, and actions taken because of these conversations. Pupil focus groups on impact of partner delivery within PSE lessons.</p>	<p>Ongoing. M Wright (VLR) will monitor and support PTs</p> <p>July 2023</p> <p>September 2022 Meeting with PKC rep to consider agreed actions and offer support.</p> <p>To be determined</p> <p>In line with the Crieff High School Action Plan. Review meetings with ECS colleagues</p> <p>In line with the Crieff High School Action Plan. Review meetings with ECS colleagues</p>
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<b>Targeted Support</b>		
<p>Use of CIRCLE Inclusive Classroom Scale across departments and whole school to support young people who require adaptations to their learning environments.</p> <p>Embed the use of the CIRCLE Participation Scale to identify barriers to learning for individual young people.</p>	<p>VSE Inclusive Practice</p> <p>Q19. I enjoy learning at school (Majority to Most)</p>	<p>November 2022</p> <p>Term 4 2023</p>

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Improvement Outcome:** Young people will increasingly **attain and achieve** their full potential particularly those identified as requiring targeted support

**NIF Priority:** Improvement in attainment and Closing the Attainment Gap

**NIF Driver(s):** Performance Information

**HGIOS4 QI(s):** 3.2 Raising Attainment and Achievement

**School Lead:** L Prince

**Completion Date:** June '23

**Review Date:** January '23

**What impact will you measure?**

*What's going to be different or better?*

**How will you measure it?**

*What and by when?*

**Progress at Review Date**

**Universal Support**

Increase in 5 @ Level 3 and 5 @ Level 4 outcomes at the end of S4 to match PKC average (8% difference)

Stretch aims related to ACEL data by the end of S4

Departmental tracking and monitoring of learner journey to support stretch aims of 1 @ L5 and 1 @ L6 of leavers

Quality Improvement discussions with guidance colleagues

Quality Improvement discussions with PT Maths and PT English colleagues, PT SFL.

Quality Improvement discussions with PT subject colleagues

Reviewed at identified dates within the QI calendar

ACEL input check Term 3  
Middle Leadership Collaborative (MLC) meetings will review those who may not achieve outcomes Terms 1 and 2

<p>Attainment Analysis completed by SLT, PTs and PT Guidance. Template created this year to scaffold Department discussions. Teacher input vital to gain narrative and understanding on success of teaching and learning, interventions and supported study.</p> <p>Homework will be monitored, concerns raised with PTs. Homework Policy to be developed with all stakeholders.</p> <p>SCQF and Progression pathways to be clear to all stakeholders. Departments will share pathways and consider how best to add value in the Senior Phase.</p> <p>Achievement Framework launched across the school to record and celebrate wider achievement.</p>	<p>Quantitative and Qualitative measures used. Analysis completed in Sept 22. INSIGHT Benchmarking data will further enhance when available.</p> <p>Q14. My homework helps me to understand and improve my work in school (Majority to Most)</p> <p>SCQF Bronze Ambassador Status achieved. Crieff High School will aim to achieve Silver Status.</p> <p>Crieff High School Achievement Framework launched during Inservice day 2</p> <ul style="list-style-type: none"> <li>• Q11. I have the opportunity to discuss my achievements out with school with an adult in school that knows me well (Minority to Majority)</li> </ul>	<p>As calendared within our collegiate calendar</p> <p>Term 1</p> <p>Ongoing and June 2023 completion</p> <p>Ongoing and June 2023 completion at the latest</p> <p>Term 1 2022</p>
<p><b>Targeted Support</b></p>		
<p>The Springboard programme is designed to raise attendance and achieve higher levels of attainment for S3 young people who require a bespoke and targeted curriculum.</p>	<p>Increase in 5 @ Level 3 attainment outcomes by the end of S4</p>	<p>July 2023</p>

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Improvement Outcome:** Following a renewed focus on anti-bullying policy and practices, young people will increasingly reflect positively on their own **mental health & wellbeing** and identify how this contributes on their **personal growth and positive experience of school life**.

<b>NIF Priority:</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver(s):</b> Performance Information	<b>HGIOS4 QI(s):</b> 3.1 Ensuring wellbeing, equality and inclusion
<b>School Lead:</b> M Fotheringhame, A Douglas, S McCully, L Birrell, PT PE	<b>Completion Date:</b> June '23	<b>Review Date:</b> January '23
<b>What impact will you measure?</b> <i>What's going to be different or better?</i>	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<b>Universal Support</b>		
<b>Positive Relationships &amp; Anti-Bullying</b>  All staff, pupils and parents/carers have been involved in the review and creation of the new Anti-Bullying Policy for Crieff High School  The Anti-Bullying Policy created includes details of what bullying behaviour is, the role and expectations of all stakeholders when witnessing, reporting or experiencing bullying behaviours as well as expectations and actions that should take place following the reporting of any incident of alleged bullying.	Evidence of pupil, staff and parent/carer focus groups having taken place to help shape policy.  Policy will be produced. Various promotional material and posters, social media campaigns and notices that continually highlight to all members of the community the anti-bullying messages, processes and expectations. Q26. My school deals well with any bullying (Minority to Majority)	Parent, staff and pupil initial consultation Term 4 2022  Anti-bullying policy launched to coincide with Anti-Bullying Week 14 <sup>th</sup> -18 <sup>th</sup> November 2022 in line with Crieff High School Action Plan

<p>SLT regularly discuss and review trends or patterns of bullying and discriminatory behaviour and share this with staff in order to raise awareness and ensure appropriate action/support is initiated. Reduction in bullying incidents.</p>	<p>Monitoring system in place that enables SLT and others to monitor/have an overview of the number of bullying and incidents of discriminatory language. Bullying data / trends / pattern is a monthly feature on SLT agenda and actions noted in SLT minutes. Anti bullying updates and information is shared termly with staff.</p> <p>Seemis bullying data from the Bullying module</p> <p>Annual data from HWB census (31% experienced bullying in last year)</p>	<p>Monthly throughout session 2022-23 In line with the Crieff High School Action Plan.</p> <p>In line with the Crieff High School Action Plan. December 2022</p>
<p>All Pupils and Parents/Carers feel any concerns they have raised have been dealt with effectively and that they have been kept informed throughout the process.</p>	<p>Pupil and parent/carer focus groups. Examples of improved communication methods following alleged bullying incident</p>	<p>In line with the Crieff High School Action Plan.</p>
<p>Mentors in Violence Prevention programme reintroduced across the school to support anti-bullying policy.</p>	<p>Q26. My school deals well with any bullying (Minority to Majority)</p>	<p>Term 4</p>
<p>Engage with Equally Safe at Schools and Young Women Know projects to support young people affected by gender based violence and ensure equality and safety for all.</p>	<p>Q26. My school deals well with any bullying (Minority to Majority)</p>	<p>Term 4</p>
<p>Work towards LGBT Charter to ensure we proactively include LGBT young people across the school and ensure they are safe, supported and included.</p>	<p>LGBT Charter accreditation Q26. My school deals well with any bullying (Minority to Majority)</p>	<p>Term 4</p>

<p>Staff member to engage with training in Anti-Racist Curriculum to ensure we support all our learners and embed anti-racist education in Crieff High School.</p> <p>Planning towards Rights Respecting School Gold Award 'Rights Respecting' to raise awareness of Children's Rights and support young people to respect each other.</p> <p>Positive Relationship Policy updated to include Mobile Device Policy to support all young people to access their learning.</p> <p>Continue to embed updated Positive Relationship Policy across the school to ensure an equitable approach to recognising positive achievements.</p> <p><b>Mental Health &amp; Wellbeing</b></p>	<p>Raised awareness of national priorities to support future planning across the curriculum.</p> <p>Gold Rights Respecting School Award</p> <p>Reduction in Mobile phone demerits as year progresses.</p> <p>Q16. Staff help young people to be responsible for their own behaviour. (Majority to Most)</p> <p>Seemis Merits, demerits and referral data (<i>Acorn 1: 4 demerits/pupil, Acorn 5: 9 demerits/pupil. Girls receive 24% of demerits and Boys receive 76% of demerits</i>)</p>	<p>June 2023</p> <p>Term 4</p> <p>Weekly monitoring of mobile phone demerits throughout session 2022-23</p> <p>Regular monitoring of merits, demerits and referrals throughout session 2022-23</p>
<p>Embed Mental Health Support across the school with the continuum of support offered through school staff and through partner agencies.</p> <p>Continue to focus on young people supporting their own wellbeing through wellbeing days.</p>	<p>Gather pupil views (including Mental Health Ambassadors)</p> <p>Glasgow Motivational and Wellbeing Profile – baseline measure term 1 and review in term 4.</p> <p>SHINE evaluation - Decrease in young people reporting low mood.</p>	<p>June 2023</p> <p>Term 1 2022</p> <p>November 2022</p>



<p>Engage with PKC Suicide Prevention Officer for further support regarding training for staff as well as a framework for reporting and recording concerns.</p> <p><b>Pupil Support</b></p> <p>All staff to participate in the Nurturing Schools project to work towards Nurture Principle 2 – ‘The classroom offers a safe base’ through the introduction of daily Form Class which will provide all young people with a key adult to support attainment/achievement and wellbeing.</p> <p><b>Physical Health</b></p> <p>Work towards Gold Sport Scotland Award</p>	<p>Annual data from HWB census - I feel positive about my future (Majority to Most) Track and monitor counselling referrals to Mindspace and Lighthouse.</p> <p>Glasgow Motivational and Wellbeing Profile-baseline measure in Term 1 and review Term 4</p> <p>Pupil focus groups</p> <p>Sport Scotland Framework</p>	<p>June 2023</p> <p>Term 1 &amp; Term 4 2022-23</p> <p>June 2023</p> <p>June 2023</p>
<p><b>Targeted Support</b></p>		
<p><b>Attendance &amp; Exclusion</b></p> <p>Embed the Attendance Policy to support attendance of young people specifically pupils in Acorn 4 &amp; 5 and in S3 &amp; S4.</p> <p>Use of interventions to support attendance and engagement of young people who experience emotionally based absence and other barriers to attendance.</p>	<p>Seemis data (92% PKC stretch aim)</p> <p>Av attendance for 2021-22 is 88%. Av attendance of Acorn 3 is 86%. Av attendance of Acorn 4 is 85% Av attendance S3 85% Av attendance S4 86%</p> <p>Pupil/parent views and Seemis data Case studies</p>	<p>Ongoing monitoring throughout session 2022-23.</p> <p>Ongoing monitoring throughout session 2022-23.</p>

<p>Embed the 'Back on Track' programme as an alternative to exclusion to reduce exclusions across the school.</p> <p>Focus on additional support for young people in Acorn 4 &amp; 5.</p>	<p>Seemis data (25 incidents per 1000 PKC stretch aim – 2.5%) i.e. 2.5% of school roll of 632 = 15.6</p> <p>Back on Track Data</p> <p>Exclusions  <i>2019-20 – 25</i>  <i>2020-21 – 14</i>  <i>2021-22 – 10</i>  <i>(4 boys, 1 girl, 80% Acorn 4 &amp; 5)</i></p> <p>Back on Track  <i>Nov 2020-21 – 2</i>  <i>2021 – 22 – 11</i>  <i>(8 boys, 3 girls, 82% Acorn 4 &amp; 5)</i></p>	<p>Ongoing monitoring throughout session 2022-23</p>
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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Improvement Outcome:** A focus on the school's management of resources will result in improved outcomes for young people in terms of health and wellbeing, attainment and achievement and having their voice heard.

**NIF Priority:** Achieving equity – ensuring every young person has the same opportunity to achieve

**NIF Driver(s):**  
Performance Information

**HGIOS4 QI(s):** 1.5  
Management of resources to promote equity

**School Lead:** J Macluskey, L Fraser, N Ford

**Completion Date:**  
**August 2023**

**Review Date:**  
**June 2023**

### Structure, processes, guidelines

#### What impact will you measure?

*What's going to be different or better?*

**How will you measure it?** What and by when?

**Progress at Review Date**

Develop and introduce systems and processes for all areas of the Business Support Service to ensure we deliver the highest quality people-centred service.

- Clear communication strategy
- Guidelines for the service (incl process maps)
- Staff induction process
- Develop staff information zone/padlet

Baseline data to be established this year.

Customer satisfaction surveys - regularly ask customers for feedback – termly review (calendar of topics).

Measuring campus users numbers and income.

Staff review of padlet and induction process.

**Review dates:**  
**December 2022**  
**March 2023**  
**June 2023**

Establish benchmark for service excellence		
What impact will you measure? <i>What's going to be different or better?</i>	How will you measure it? What and by when?	Progress at Review Date
<p><b>Self-evaluation</b></p> <ul style="list-style-type: none"> <li>• Develop culture of self-evaluation</li> <li>• Use self-evaluation techniques to inform future service development</li> </ul> <p><b>Core service standards</b></p> <ul style="list-style-type: none"> <li>- work with BST to develop our core service standards</li> <li>- agree a set BST core values</li> </ul> <p><b>Training and development (BST)</b></p> <ul style="list-style-type: none"> <li>• Develop CMA Skill profile</li> <li>• Develop Technician Skill profile</li> <li>• New induction process with 3 x monthly reviews</li> <li>• Annual TNA</li> <li>• Structured ROO and In service programme</li> </ul>	<p>Baseline data to be established this year.</p> <p>Customer satisfaction surveys - regularly ask customers for feedback – termly review (calendar of topics)</p> <p>Quality assurance programme.</p> <p>Increased productivity.</p> <p>CBM and CMO doing fewer basic admin tasks.</p> <p>Fewer requests for errors to be fixed.</p> <p>BST feedback.</p>	<p><b>Review dates:</b>  <b>December 2022</b>  <b>March 2023</b>  <b>June 2023</b></p>

<b>Continue to develop a safe and motivating learning environment</b>		
<b>What impact will you measure?</b> <i>What's going to be different or better?</i>	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Review of health and safety systems and processes</li> <li>• Review and if necessary update documentation</li> </ul> <p><b>Pupil involvement</b></p> <ul style="list-style-type: none"> <li>• Work with the Sustainability group (staff and pupils) on reducing the amount of energy we use</li> <li>• Consult with pupils about how they feel about the general learning environment and identify areas for development/improvement</li> </ul>	<p>Baseline data to be established this year.</p> <p>We will meet the PKC health and safety standards / requirements</p> <p>Regular quality assurance of work (audit)</p> <p>Ask pupils and staff for feedback</p> <p>School uses less energy Property Service monthly usage reports.</p>	<p><b>Review dates:</b> <b>December 2022</b> <b>March 2023</b> <b>June 2023</b></p>

<b>Ensuring our financial management aligns to our improvement priorities</b>		
<b>What impact will you measure?</b> <i>What's going to be different or better?</i>	<b>How will you measure it?</b> What and by when?	<b>Progress at Review Date</b>
<p><b>Allocation of resources</b></p> <ul style="list-style-type: none"> <li>• Carry out a financial impact assessment</li> <li>• Allocate funds for disbursement by pupils</li> <li>• Engage with pupils about allocation of funds</li> </ul>	<p>Baseline data to be established this year.</p> <p>Document regular pupil involvement Improved attainment and achievement outcomes (data) Monthly finance meetings and budget monitoring. PEF spend and pupil attainment/achievement analysis.</p>	<p><b>Review dates:</b> <b>December 2022</b> <b>March 2023</b> <b>June 2023</b></p>

## Pupil Equity Fund 2022-2023 Planning and Reporting

PEF Allocation £ 38,473

Schools should complete the PEF planning table below and also complete the Closing the Gap Tool to track and monitor the progress and impact of interventions.

Schools are encouraged to refer to National and PKC PEF Guidance to support planning decisions.

<b>Improvement Outcome</b> Be specific, include timeframe, learner group and expected measure of improvement (baseline in brackets).	<b>Identified Need(s)</b> Detail identified learner need/gap	<b>Key Data</b> Data which has informed needs analysis.	<b>Intervention/Approaches</b>	<b>Measures of Impact</b> How will you measure progress and impact?	<b>School Lead</b> initials	<b>Projected Spend (£)</b>	<b>Projected Spend Timescale</b>
Improved attendance and enhanced inclusive practice  92% PKC stretch aim for attendance  25 incidents per 1000 PKC stretch aim for exclusions i.e. 16 incidents per 623 equivalent to 25.7	Young people with barriers to attendance and engagement	School attendance and exclusion data  <b>Attendance</b> 2021.22 88%  <b>Exclusions</b> 2019.20 – 25 2020.21 – 14 2021.22 – 10	House Pupil Support Assistant (30 hours)  Targeted intervention using emotionally based absence framework and managing anxiety strategies  PSA Support for Back on Track programme	Attendance at school  Attendance at classes  Increased wellbeing	<b>MF</b>	£16,000	Apr 2022 – Mar 2023

<p>Improved literacy and numeracy levels by the end of S3</p> <p>92% PKC Stretch aim for S3 Level 3 attainment in literacy and numeracy combined</p>	<p>Young people at risk of not achieving appropriate levels in literacy and numeracy</p>	<p>Tracking and monitoring data</p> <p><b>2022 ACEL</b> 91% Num 93% ELT 90% Reading 90% Writing</p>	<p>Creation of 2 x PT1 posts in literacy and numeracy for 20 months</p>	<p>Improved performance in literacy and numeracy</p>	<p><b>LP</b></p>	<p>£10,830</p>	<p>October 2022 - March 2023</p>
<p>Consultation with young people on how best to allocate funds for the purposes of equity</p> <p>Options include:</p> <p>Winning Scotland (£8000)</p> <p>MCR Pathways (joint with TCSOA)</p> <p>Saints in the community (Cost TBC)</p> <p>Literacy and Numeracy resources (Cost TBC)</p>					<p><b>JM</b></p>	<p><b>£11,500 approx.</b></p>	