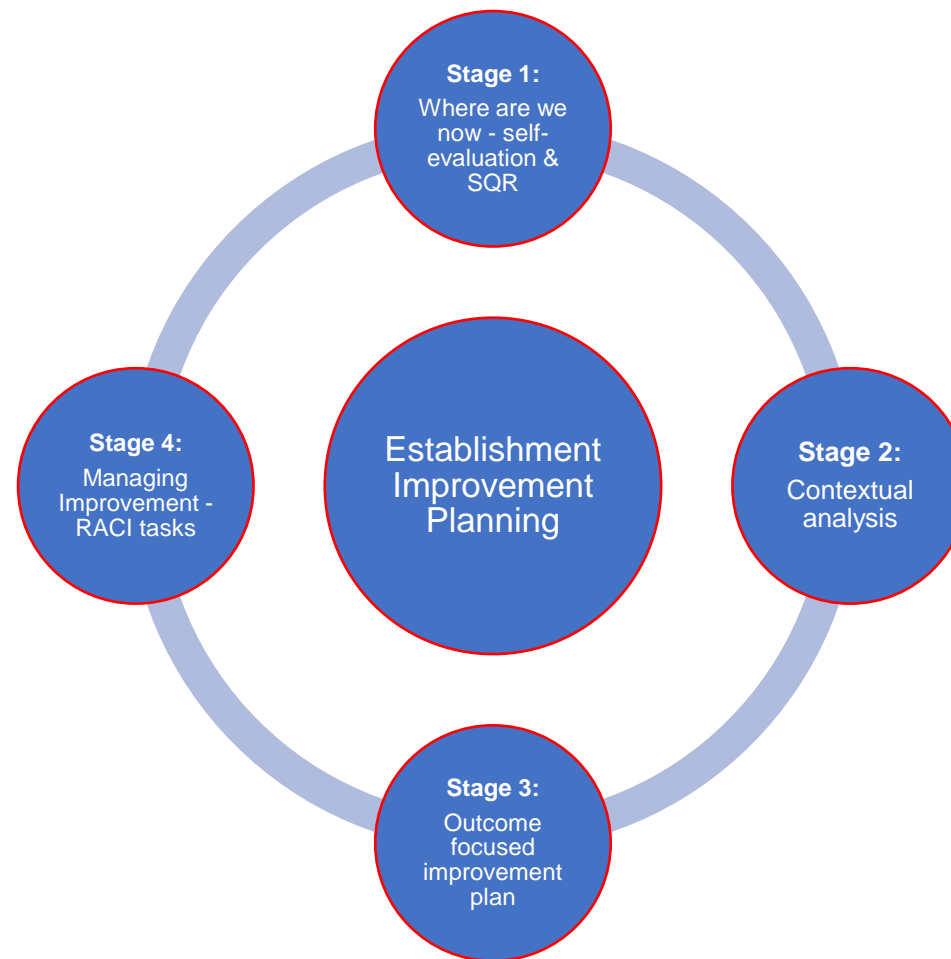




# Falkirk Council Children's Services

## Establishment Improvement Planning Cycle



# Unique Context

## Stage 2

### National Expectations



**NATIONAL IMPROVEMENT  
FRAMEWORK  
FOR SCOTTISH EDUCATION**  
ACHIEVING EXCELLENCE AND EQUITY



### Community – Demographic, geographical and economic influences

- Grangemouth is a large town with a busy port and strong links to the petrochemical industry.
- There is a great sense of community in Grangemouth and people who live here are very proud that they do.

### Attendance and Exclusion

session	Average attendance (%)
2019/20	91.7%
2020/21	92.7%
2021/22	89.5%

- Attendance has decreased this school session, impacted to some extent by the global pandemic.
- 41% of pupils have less than 90% attendance.


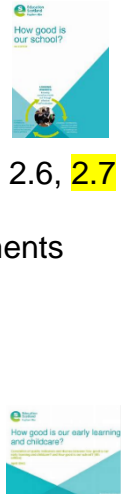

### Progress and Attainment

Attainment 21-22	Reading	Writing	T&L	Numeracy
P1	76%	69%	81%	88%
P4	54%	50%	86%	54%
P7	61%	56%	97%	42%

Attainment 21-22 SIMD 1-2	Reading	Writing	T&L	Numeracy
P1	40%	38%	40%	50%
P4	14%	11%	33%	17%
P7	33%	31%	61%	22%

<ul style="list-style-type: none"> <li>• The school has 22 EAL families.</li> <li>• There are approximately 4000 people living in our catchment area with housing mainly Local Authority owned.</li> <li>• Our community is an area of high deprivation, some significant.</li> <li>• Most children are in SIMD 1 and SIMD 2 with the remaining majority in SIMD 3 and SIMD 4.</li> <li>• We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language Therapy and Family Support Services are all regular participants in planning for our children and families.</li> </ul>	<ul style="list-style-type: none"> <li>• We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance.</li> <li>• Our Family Inclusion Worker continues to support families where attendance is a concern.</li> <li>• Our Senior Leadership Team follow up where any issues are unresolved.</li> <li>• Raising attendance will be a priority this session. The school will continue to implement strategies and initiatives to raise attendance, including prioritising funding from PEF.</li> </ul> <p>Exclusions</p> <table border="1" data-bbox="707 826 1303 1197"> <thead> <tr> <th>session</th><th>Number of exclusions</th><th>Number of different pupils excluded</th></tr> </thead> <tbody> <tr> <td>2019/20</td><td>0</td><td>0</td></tr> <tr> <td>2020/21</td><td>0</td><td>0</td></tr> <tr> <td>2021/22</td><td>1</td><td>1</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• This table indicates that exclusions continue to be low. We continue to prioritise support to ensure positive outcomes for all learners.</li> </ul>	session	Number of exclusions	Number of different pupils excluded	2019/20	0	0	2020/21	0	0	2021/22	1	1	<ul style="list-style-type: none"> <li>• Our attainment shows that approximately half of children are attaining expected levels in literacy and numeracy. There is room for significant improvement here, particularly at First Level.</li> <li>• Children have a strong start in terms of their attainment at Early Level, but this gain is not sustained as children move through the school.</li> <li>• Our identified gap is the attainment of children at First Level living in SIMD 1 and 2 in comparison to those in SIMD 3-10. We aim to close this gap through our identified interventions.</li> <li>• Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions.</li> <li>• Staff are beginning to develop confidence around their own professional judgements, and we continue to support the regular monitoring of interventions to demonstrate impact.</li> <li>• We will continue to use assessment evidence and professional judgments to inform next steps in children's learning.</li> </ul>
session	Number of exclusions	Number of different pupils excluded												
2019/20	0	0												
2020/21	0	0												
2021/22	1	1												

## Stage 3

<p><b>Priority Area:</b></p> <p><b>Literacy</b></p> <p>Raise attainment and achievement in literacy through effective learning, teaching and assessment strategies to improve skills in reading and writing</p>	<p>School leadership</p> <p><b>Teacher</b></p> <p><b>professionalism</b></p> <p><b>Parental engagement</b></p> <p><b>Assessment of children's progress</b></p> <p><b>School improvement</b></p> <p><b>Performance information</b></p> 	<p>Leadership and Management</p> <p>QI: 1.1, <b>1.2</b>, <b>1.3</b>, 1.4, <b>1.5</b></p> <p>Learning Provision</p> <p>QI: 2.1, <b>2.2</b>, <b>2.3</b>, <b>2.4</b>, <b>2.5</b>, 2.6, <b>2.7</b></p> <p>Successes and Achievements</p> <p>QI: 3.1, <b>3.2</b>, <b>3.3</b></p> 	<p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p><b>Leadership and workforce development</b></p> 
<p><b>What informs this priority?</b></p> <ul style="list-style-type: none"> <li>• <b>ELC and School closures</b> for the past two academic sessions since March 2020, has naturally created interrupted learning for all children from 3 – 12 years old.</li> <li>• Data from a range of assessment information including GL Assessments, SNSA and Teacher Judgement have highlighted a decline in attainment of reading and writing across the school with specific intervention required at First Level into Second Level.</li> <li>• More accurate teacher judgement about how children are attaining in literacy has identified clearer next steps in children's learning and informed actions on how to improve progress.</li> <li>• The development of literacy last session has informed clear next steps on what needs to be prioritised within literacy this session.</li> <li>• Self-evaluation and feedback from external team identified the need to extend the learning experiences for our children and use assessment information to plan effectively to ensure progress for all learners.</li> <li>• Feedback from children shows that they welcome opportunities to develop their skills and have opportunities to apply them across the curriculum and through different contexts.</li> </ul>			


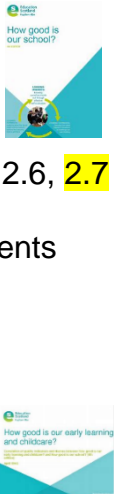

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
<p>Children progress from prior level of attainment in literacy</p> <p>Staff plan effectively within literacy, making links between the reading and writing curriculum organisers.</p>	<p>Robust tracking and monitoring procedures:</p> <ul style="list-style-type: none"> <li>Tracking meetings</li> <li>Learner conversations</li> <li>Learning walks</li> </ul> <p>To quality assure:</p> <ul style="list-style-type: none"> <li>Targeted interventions to support learning</li> <li>Universal support</li> </ul> <p>Collegiate planning</p> <p>Ongoing evaluation of planning through forward planning meetings</p> <p>Structure of learning and teaching activities</p> <p>Family learning curriculum workshops</p>	<ul style="list-style-type: none"> <li>Nov/Feb/May – SLT/Staff</li> <li>Weekly – SLT</li> <li>Weekly – SLT</li> </ul> <p>Weekly Planning - All Staff Department Level Meetings – 7 throughout the year – All staff</p> <p>Sep/Jan/May – SLT/CT</p> <p>Aug – Oct - Literacy PT/LB-CT</p> <p>Nov/Apr - Literacy RACI</p>	<p>Performance data - SNSA, GL Assessment, TJS show raise in attainment in reading and writing at all levels.</p> <p>Summative assessments in literacy throughout the year show progress for all learners</p> <p>Review of planning to ensure it is clear what is to be planned and assessed</p> <p>Feedback from children about their learning using the features of effective practice from HGIOURS</p> <p>Evaluation from CPD session showing whether confidence has increased as a result of professional learning</p>

<p>Children will have opportunities to develop and apply their reading and writing skills through different contexts</p> <p>Staff will develop their knowledge and understanding about the teaching of reading and writing</p>	<p>Opportunities for daily reading and writing across all areas of the curriculum and through IDL contexts.</p> <p>Engagement with learning, teaching and assessment cycle to ensure learners are at the centre of the planning process</p> <p>Audit of class environment and teaching practice</p> <p>Staff will access and apply relevant findings from educational research:</p> <ul style="list-style-type: none"> <li>• Professional reading activity as part of CAT sessions</li> <li>• Use research from EEF to inform progressive framework</li> </ul> <p>Teachers undertake a small test of change - PDSA</p>	<p>Daily/Termly - CT</p> <p>CAT/Department meetings throughout the year - SLT and staff</p> <p>Aug/Sept – CT/Literacy PT</p> <p>Preparation task in advance of CAT sessions – SLT/Staff</p> <p>Term 1 – CT</p>	<p>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Findings from PDSA informs practice</p>
--	--	--	--

<p>Staff make use of a range of assessment approaches and evidence to inform decisions about children's next steps in learning.</p>	<p>CPD sessions delivered to all staff:</p> <ul style="list-style-type: none"> <li>• RIC</li> <li>• Reading Skills</li> <li>• Writing Skills - Talk 4 Writing</li> <li>• Active Literacy</li> </ul> <p>Shared expectations supported by planned assessment periods in school calendar.</p> <p>Agree summative assessments for literacy</p> <p>Moderation activities built into collegiate calendar</p> <p>Opportunities for collaborative activities within Cluster</p>	<p>TBC</p> <p>Literacy PT/Literacy RACI</p> <p>TBC</p> <p>Oct/Mar/May – Literacy PT/LB – CT/Literacy RACI</p> <p><b>SNSA:</b> Oct – P4 &amp; P7 May – P1</p> <p><b>GL:</b> May - P3 – P6</p> <p><b>POLAAR:</b> Oct/Feb/MayP1 (P2 where appropriate)</p> <p>Oct – Literacy RACI</p> <p>All year – SLT</p> <p>TBC</p>	
<p><b>Ongoing evaluation/actual impact:</b></p>			



## Stage 3

<p><b>Priority Area:</b></p> <p><b>Numeracy</b></p> <p>Raise attainment and achievement in numeracy through effective learning, teaching and assessment strategies to improve skills in numeracy and maths</p>	<p>School leadership</p> <p><b>Teacher</b></p> <p><b>professionalism</b></p> <p><b>Parental engagement</b></p> <p><b>Assessment of children's progress</b></p> <p><b>School improvement</b></p> <p><b>Performance information</b></p> 	<p>Leadership and Management</p> <p>QI: 1.1, <b>1.2</b>, <b>1.3</b>, 1.4, <b>1.5</b></p> <p>Learning Provision</p> <p>QI: 2.1, <b>2.2</b>, <b>2.3</b>, 2.4, <b>2.5</b>, 2.6, <b>2.7</b></p> <p>Successes and Achievements</p> <p>QI: 3.1, <b>3.2</b>, <b>3.3</b></p> 	<p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p><b>Leadership and workforce development</b></p> 
<p><b>What informs this priority?</b></p>			
<p><b>What do you aim to achieve?</b></p>	<p><b>How will you achieve this priority?</b></p>	<p><b>Timescales and responsibilities</b></p>	<p><b>Measures of success</b> (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>
<p>Children progress from prior level of attainment in numeracy</p>	<p>Robust tracking and monitoring procedures:</p> <ul style="list-style-type: none"> <li>Tracking meetings</li> <li>Learner conversations</li> <li>Learning walks</li> </ul>	<ul style="list-style-type: none"> <li>Nov/Feb/May – SLT/CT</li> <li>Weekly – SLT</li> <li>Weekly – SLT</li> </ul>	<p>Performance data - SNSA, GL Assessment, TJS show raise in attainment in numeracy at all levels.</p>


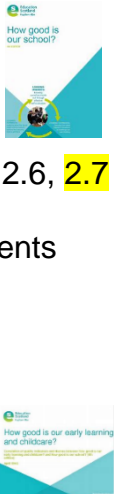

<p>Staff share a pedagogical approach within a numeracy framework</p>	<p>To quality assure:</p> <ul style="list-style-type: none"> <li>• Targeted interventions to support learning</li> <li>• Universal support</li> </ul> <p>Engagement with learning, teaching and assessment cycle to ensure learners are at the centre of the planning process</p> <p>Audit of class environment and teaching practice</p> <p>Staff will access and apply relevant findings from educational research:</p> <ul style="list-style-type: none"> <li>• Professional reading activity as part of CAT sessions</li> <li>• Use research to inform progressive framework</li> </ul> <p>Teachers undertake a small test of change - PDSA</p> <p>CPD sessions delivered to all staff:</p> <ul style="list-style-type: none"> <li>• RIC</li> <li>• Conceptual Numeracy</li> </ul>	<p>CAT/Department meetings throughout the year - SLT and staff</p> <p>Aug/Sep –CT/ Numeracy RACI</p> <p>Preparation task in advance of CAT sessions – SLT/Staff</p> <p>TBC</p> <p>Oct/Mar - Numeracy RACI</p>	<p>Summative assessments in numeracy throughout the year show progress for all learners</p> <p>Review of planning to ensure it is clear what is to be planned and assessed</p> <p>Feedback from children about their learning using the features of effective practice from HGIOURS</p> <p>Evaluation from CPD session showing whether confidence has increased as a result of professional learning</p> <p>Findings from PDSA informs practice</p>
---	--	---	---

<p>Shared understanding of role of teacher and role of learner to ensure appropriate support and challenge for all learners</p>	<ul style="list-style-type: none"> <li>Number Talks</li> </ul> <p>Conceptual numeracy strands and Number Talks are embedded in structure of numeracy and maths lessons</p> <p>Continue development of numeracy framework and use structure of a lesson created last session to inform planning</p>	<p>Sep/Oct – K Mair/Numeracy RACI</p> <p>Daily - CT</p> <p>Jan 2023 – Numeracy RACI</p>	<p>Engagement in extra-curricular activities increases</p> <p>Achievements</p> <p>Percentage of children moving into positive destinations</p> <p>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve</p>
<p>Staff plan effectively to ensure coverage of numeracy and maths experiences and outcomes</p>	<p>Collegiate planning</p> <p>Ongoing evaluation of planning through forward planning meetings</p> <p>Structure of learning and teaching activities</p>	<p>Weekly Planning - All Staff Department Level Meetings – 7 throughout the year – All staff</p> <p>Sep/Jan/May – SLT and Staff</p> <p>Aug – Oct – Numeracy RACI</p>	



Ongoing evaluation/actual impact:	
---	--

## Stage 3


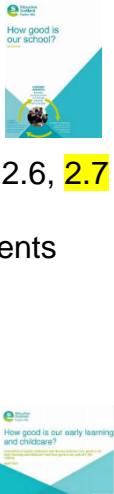

<p><b>Priority Area:</b></p> <p><b>Learning Pedagogy</b></p> <p>Develop staff understanding of skills based learning and ensure this pedagogy impacts positively on children's experiences across the school</p>	<p>School leadership</p> <p><b>Teacher</b></p> <p><b>professionalism</b></p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p><b>School improvement</b></p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, <b>1.2</b>, <b>1.3</b>, 1.4, <b>1.5</b></p> <p>Learning Provision</p> <p>QI: 2.1, <b>2.2</b>, <b>2.3</b>, 2.4, 2.5, 2.6, <b>2.7</b></p> <p>Successes and Achievements</p> <p>QI: 3.1, <b>3.2</b>, <b>3.3</b></p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p><b>Leadership and workforce development</b></p> 
<p><b>What informs this priority?</b></p>			
<p><b>What do you aim to achieve?</b></p>	<p><b>How will you achieve this priority?</b></p>	<p><b>Timescales and responsibilities</b></p>	<p><b>Measures of success</b> (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>
<p>All staff have a clear understanding of pedagogy and incorporate experiential</p>	<p>CPD Sessions delivered to all staff focusing on:</p> <ul style="list-style-type: none"> <li>What is play?</li> <li>Types of inquiry/enquiry</li> </ul>	<p>Led by DHT Attended by all staff – by October 22</p>	<p>Evaluation from CPD session showing whether confidence has increased because of professional learning</p>

learning when planning for children's experiences	<ul style="list-style-type: none"> <li>• Lines of enquiry</li> <li>• Documenting children's progress</li> <li>• Sharing the learning, teaching, and assessment with the children</li> </ul>		Review of planning to ensure opportunities for experiential learning are linked with IDL
All staff and pupils can identify the skills they are developing	Creation of skills poster used interactively to support learning Link to DYW	Feb 2023 - All staff/Pupils	Use of the Leuven Scale to track pupil's level of engagement across the year with a sample of pupils
4 contexts for learning are explicit in planning across school	Staff group to review IDL across school to identify opportunities for enquiry-based learning  LTA refreshed to inform development	Termly - CT Nov/Feb In-Service – SLT/CT	Informal feedback from staff which demonstrates the impact of experiences on children's engagement and motivation  Engagement in extra-curricular activities increases
Sound understanding of what Interdisciplinary learning looks like in practice	IDL planned within 3 identified curricular areas  Staff supported to plan experiences linked to IDL which support children's ownership. Planning and evidence will be discussed as part of the quality assurance process.	Termly – CT	Achievements in and out of school increase
	CPD - IDL	Dec - Y McBlain/SLT	Feedback from children about their learning using the features of effective practice from HGIOURS reflects greater learner participation

Children's access their local area to extend their learning experiences.	<p>Class environment – audit and shared expectations of resources/ areas</p> <p>Linking with community/partnerships to support learning beyond the classroom</p>	<p>Sep/Jan/Mar – SLT/CT</p> <p>Termly - All staff</p>	
<b>Ongoing evaluation/actual impact:</b>			



## Stage 3

<p><b>Priority Area:</b></p> <p><b>Wellbeing</b></p> <p>Improve and increase attendance to ensure sustained high levels of attendance across all stages.</p>	<p>School leadership</p> <p>Teacher</p> <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
<p><b>What informs this priority?</b></p> <ul style="list-style-type: none"> <li>• <b>ELC and School closures</b> for the past two academic sessions since March 2020, has naturally created interrupted learning for all children from 3 – 12 years old and impacted on attendance.</li> <li>• Overall attendance is 89.5% with around 40% of children with less than 90% attendance.</li> <li>• Data about our learners evidences links between low attendance and low attainment.</li> </ul>			
<p><b>What do you aim to achieve?</b></p> <p>Overall attendance figures will increase from 89.7% to 92% to bring us more in line with FC average – proposed increase of 2.5%</p>	<p><b>How will you achieve this priority?</b></p> <p>Attendance rationale shared with parents/carers to communicate the steps take to improve and increase attendance</p>	<p><b>Timescales and responsibilities</b></p> <p>September 2022 – L Swan</p> <p>Class teachers – termly</p>	<p><b>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)</b></p> <p>Performance Summary</p> <p>Monthly attendance updates</p>

	<p>Regular attendance updates to inform parents/carers of their child's attendance</p> <p>Overall attendance reported in monthly newsletters</p> <p>Incentives to motivate children to be in school every day</p> <ul style="list-style-type: none"> <li>• Class reward for most improved attendance</li> <li>• Individual certificates for improved attendance</li> </ul> <p>Attendance tracked on FC tracker each term</p>	Monthly – Attendance & Inclusion Worker	
<p>Number of pupils in most deprived 20% with attendance of less than 90% will decrease by 25% by May 2023</p>	<p>Assessment, tracking and monitoring approaches with overview of learners journey and interventions</p> <p>Family engagement opportunities to build relationships and communicate importance around attendance</p>	Attendance & Inclusion worker	PEF tracker

<p>Attendance of children in P6 &amp; P7 with less than 90% attendance will decrease by 25% by May 2023</p> <p>Attainment over time will improve for children as attendance improves</p>	<ul style="list-style-type: none"> <li>• community café,</li> <li>• open evenings</li> <li>• school events</li> </ul> <p>Targeted support and increased contact with families of children with lower attendance</p> <p>Syngenta Football sessions</p> <p>Assessment, tracking and monitoring approaches to track progress from prior levels of attainment</p>	<p>Monthly – Attendance &amp; Inclusion worker</p> <p>Monday and Friday morning – Oct 2022 – June 2023</p>	<p>Attainment at P1, P4 and P7 will exceed neighbourhood average attainment – TJ, SNSA</p> <p>Attendance summary for individuals - SEEMIS</p>
--	---	--	---

Ongoing evaluation/actual impact:			

PEF Financial Context		
Historic PEF Allocation	Identified spend for this plan 2022 -23	Cost
<b>2017-18: £79,200</b>	Literacy PT – Aug'22 – Oct'22	£17,318.74
<b>2018-19: £76,800</b>	Strategic Raising Attainment & Attendance Lead – Oct'22 – June'23	£47,896.05
<b>2019-20: £90,000</b>	Raising Attendance and Family Inclusion Officer- 17.5hrs	£15,391.25
<b>2020-21: £85,760</b>	Raising Attendance -Falkirk Football Foundation (2hrs, 2 coaches per week)	£3,000.00
<b>2021-22: £102,856</b>	2.5% - PEF Support	£2143.75
<b>Carry Forward 2022-23: £4424</b>	<b>Total</b>	<b>£85.749.79</b>

PEF Plan	Year: 2022-2023	£85,750				
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
<b>What we Invest</b>  Staff Volunteers Time Money Materials Equipment Technology Partners	<b>What we do</b>  Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL	<b>Who we reach</b>  Participants Parents/Carers Agencies Learners	<b>What the short-term results are</b>  Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	<b>What the medium-term results are</b>  Action Behaviour Practice Decision making Policies Social Action	<b>What the ultimate impact(s) is</b>  Attainment Achievement	<b>Please identify which number of stretch aim this intervention contributes to</b>  Stretch aims are in the page following this table

	Provide counselling Assess Facilitate Work with media					
1 FTE Literacy PT from Aug – Oct to continue to close the gap for children in SIMD 1 – 2 by 5%	<p>To develop literacy curriculum with specific focus on reading into writing</p> <p>To coordinate interventions for children with class teachers</p> <p>To engage with families to further improve children's attainment in literacy</p>	Parents/Carers Learners Participants	<p>Data is used effectively to identify children where interventions will impact positively on their progress</p> <p>Across all staff there is a shared understanding of identified children's barriers to learning and appropriate interventions in place to support continued progress</p>	Literacy framework will support implementation of effective strategies to support literacy to ensure excellence and equity for all	<p>A 5% improvement in attainment in reading and writing of targeted children in P4 – P7</p> <p>Identified families have a clearer understanding of expectations for their children and have a better understanding of how they can support their children's reading and writing</p>	Number to match the stretch aims
17.5hr Raising attendance and family inclusion worker	To provide support to targeted families to improve attendance	Parents/carers, Learners	A 5% improvement in attainment of targeted children in P4	<p>An increased understanding of the importance of attendance</p> <p>Established positive relationships with families</p>	Attendance rates gap between identified children and other learners has reduced	Number to match the stretch aims
Establish a 1 FTE Raising attainment and attendance Principal	To identify barriers to	Learners Staff	Data is used effectively to identify children where	Team around the child meetings are in place to support the	There is a shared ownership of interventions to	Number to match the stretch aims

Teacher to close the gap for children in SIMD 1 - 2 by 5%	<p>learning for identified children</p> <p>To coordinate interventions for identified children with class teachers and other agencies</p> <p>To engage with families, offer bespoke support to further improve children's attainment</p>	Parents and carers	<p>interventions will impact positively on their progress</p> <p>Across all staff there is a shared understanding of identified children's barriers to learning and appropriate interventions in place to support continued progress</p> <p>Positive relationships are established with identified families</p>	<p>academic and wellbeing needs of identified children</p> <p>Regular review of interventions are in place to ensure impact and changes made where necessary</p>	<p>support identified children's attainment</p> <p>The gap between children's attainment has decreased in all areas by 5%</p> <p>Identified families have a clearer understanding of expectations for their children and have a better understanding of how they can support their children's learning</p> <p>Number of pupils in most deprived 20% with attendance of less than 90% will decrease by 25% by May 2023 (61 children as of May 2022 – 22% of roll)</p>	
Establish partnership with Falkirk Foundation Football to improve attendance of children in P6 & P7 with less than 90% attendance, reducing this 25% by May 2023	To deliver morning football sessions 2 days a week for P6 and P7 pupils	Learners	<p>A 5% improvement in attainment of targeted children in P6 and P7</p> <p>Pupils develop football skills and participate as part of a newly established football team</p>	An increased understanding of the importance of attendance	<p>Attendance rates gap between children in P6 &amp; P7 and other learners has reduced</p> <p>Increase in number of pupils in P6 and P7 accessing out of school football sessions increases</p>	Number to match the stretch aims

					Pupils represent school at football events, experiencing achievement	
Ongoing evaluation/actual impact:						

### Falkirk Council Stretch Aims

- Attendance
  - 92%-95% overall improvement by 2023
  - 5% - 0% poverty related attainment gap reduction
  - 6% performance improvement for Quintile 1
- Care experienced children
  - P1, P4, P7 combined Literacy
    - 49%-53% overall improvement by 2023
    - 18%-17% poverty related attainment gap reduction
    - 1% performance improvement for Quintile 1
  - P1, P4, P7 combined Numeracy
    - 63%-67% overall improvement by 2023
    - 3-2% poverty related attainment gap reduction
    - 1% performance improvement for Quintile 1
- Core Stretch Aims
  - P1, P4, P7 combined Literacy
    - 74%-78% overall improvement by 2023
    - 27%-23% poverty related attainment gap reduction
    - 7% performance improvement for Quintile 1
  - P1, P4, P7 combined Numeracy
    - 81%-83% overall improvement by 2023



- 22%-21% poverty related attainment gap reduction
  - 3% performance improvement for Quintile 1
- Literacy overall
  - P1
    - 78%-80% overall improvement by 2023
    - 16%-13% poverty related attainment gap reduction
    - 4% performance improvement for Quintile 1
  - P4
    - 70%-75% overall improvement by 2023
    - 36%-33% poverty related attainment gap reduction
    - 5% performance improvement for Quintile 1
  - P7
    - 74%-78% overall improvement by 2023
    - 28%-25% poverty related attainment gap reduction
    - 5% performance improvement for Quintile 1
- Numeracy overall
  - P1
    - 87%-90% overall improvement by 2023
    - 9%-7% poverty related attainment gap reduction
    - 4% performance improvement for Quintile 1
  - P4
    - 78%-81% overall improvement by 2023
    - 28%-26% poverty related attainment gap reduction
    - 4% performance improvement for Quintile 1
  - P7
    - 78%-82% overall improvement by 2023
    - 26%-23% poverty related attainment gap reduction
    - 4% performance improvement for Quintile 1