Rationale	Outcomes	Activities	Measures	Link to SLC Priorities					
				Improve Health and Wellbeing to enable children and families to flourish.	Support children and young people to develop their skills for learning, life and work.	Ensure inclusion, equality and equity are at the heart of what we do.	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.	Empower learners to shape and influence actions on sustainability and climate change.	Pedagogy
What is the thinking behind/reason for a particular intervention? • Self- evaluation; • data • evidence • information • baselines • consultation	**A change which happens as the result of a programme or activity.** **Who & What will change?** • Stretch target (ambition) • Ensure clarity of outcomes – who? (be specific not generic), what? (change aim) and target (improvement – by how much? %, scale etc.)	**How it will change?**	**What measures will you use to monitor/demonstrate progress?** • On-going information – provides regular and necessary feedback • Qualitative and quantitative information • Short/medium/long term data						
Priority 4: Stonelaw LC Attendance – **To Improve Pupil Attendance and Punctuality Rates** Research has shown a clear link between attendance and attainment. • In Primary school, children with higher attendance rates are more likely to achieve the appropriate CfE Level. Good attendance and punctuality are essential skills for learning, life and work. From Seemis data, our current whole school attendance rate for this session is 86.9%. This compares to previous sessions of 92.42% on average.	Improve attendance across the school to improve engagement, health and wellbeing and attainment levels. • Our average attendance rate over the past 5 school sessions for the school overall is 94.2%. However, during this session it has fallen to 86.9%. We aim to try to raise this back to the pre-covid attendance rate of 94% by June 2023. • In the past 5 sessions the Gap in attendance between our Simd1+2 children and our SIMD3 -10 has been between 0.1 and 3.0 We aim to try to close this gap to 2% by June 2023.	✓ Each class teacher will identify one child in their class with an attendance rate below 85%. Teacher will work with the identified pupil and their family to try to increase attendance. ✓ Organise staff training on ESBA (Emotional School Based Avoidance) to provide information on improving attendance of a child in their class. ✓ Reward classes with best attendance and/or most improved attendance each month with a reward of their choice. ✓ Introduce the 'Right On Time Group' to monitor punctuality. Reward classes with best punctuality and/or most improved punctuality each month with a reward of their choice. ✓ Look to arrange various extra-curricular clubs before school starts. Similar to the breakfast club, these can be useful to encourage more children to be in school on time. ✓ Create improved bank of attendance letters to be sent by SMT to ensure they are supportive and building positive relationships rather than threatening. ✓ HTs to share best practice in relation to attendance. ✓ Continue to offer a range of Health and Wellbeing groups (e.g. 'Nurture', 'Wee Worries', Give Us A Break', CUSTTAD).	• Monthly recording of attendance rates for whole school overall, whole school PEF group and whole school Non-PEF group. • Monthly recording of attendance for each class overall, class PEF group and class Non-PEF group. • Attendance improved for specific pupils (see outcomes)			✓			

Rationale	Outcomes	Activities	Measures	Link to SLC Priorities					
What is the thinking behind/reason for a particular intervention? • Self- evaluation; • data • evidence • information • baselines • consultation	A change which happens as the result of a programme or activity. **Who & What will change?** • Stretch target (ambition) • Ensure clarity of outcomes – who? (be specific not generic), what? (change aim) and target (improvement – by how much? %, scale etc.)	How it will change?	What measures will you use to monitor/demonstrate progress? • On-going information – provides regular and necessary feedback • Qualitative and quantitative information • Short/medium/long term data	Improve Health and Wellbeing to enable children and families to flourish.	Support children and young people to develop their skills for learning, life and work.	Ensure children, equity and equality are at the heart of what we do.	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.	Empower learners to shape and influence actions on sustainability and climate change.	Pedagogy
Priority 5: Stonelaw LC Across the Stonelaw learning community and beyond, it is recognised that post-covid, our pupils' health and wellbeing needs are becoming more of a priority and many more pupils and parents require more support with their distressed behaviours and social and emotional wellbeing. As a Learning community, we recognise that many of our learners are not making expected progress because they are not ready to learn because of health and wellbeing barriers.	SLC priority: Improve health and wellbeing to enable children and families to flourish. • Identified pupils will continue to have improved levels of wellbeing – (identified and evaluated against internal Health & Wellbeing referral form/Boxall Profiles.) • our whole school will continue to have a positive, nurturing and supportive ethos and practice which promotes a positive health and wellbeing ethos (identified through stakeholder SHANARRI wheel evaluation) • By June 2023 all staff will feel better equipped with a wider knowledge and range of resources to go to for support for themselves and pupils (Identified through Attachment Audit & Plan) • By June 2023 All Staff feel supported to de-escalate distressed behaviour through consistent approaches.	• Complete Attachment audit(attachment ambassadors to lead) and share findings across LC • During whole school Inset, Learning Community staff to receive input from an expert in field of attachment and understanding distressed behaviours. • CAT night - stages across LC get together to discuss current practice and problems/solutions • CAT Night or Inset – Each school shares specific interventions we currently have in place in relation to PPRUDB/HWB/Attachment across the LC via presentation or short video. • Each school to identify next steps for 'Attachment' based practice. • Each school to share attachment based practice with all stakeholders e.g. A-Z of Attachment • Staff to revisit the Teacher Toolkit for cyber resilience and Internet safety to promote digital wellbeing for upper primary classes • All classes utilise JiggSaw, Health Scotland, Do be Mindful, ICE Pack and Emotion Works resources to underpin emotional wellbeing ethos and lessons. • Implement termly SHANARRI wheel self-evaluation to continually monitor pupils wellbeing	• Pre and post Attachment audit toolkit will show that the school and staff feel better equipped to support pupils health and wellbeing through attachment based approaches. • Positive feedback from staff following Learning community shared best practice. • Staff, parent and pupil SHANARRI wheel evaluations show improved levels of health and wellbeing. • Teachers to be familiar with Cyber Resilience and digital literacy toolkit. • Our Bank of School HWB resources and approaches in use across the school.	*					