



Education

Establishment Improvement Plan

2023 - 2024

Cardross Primary School and ELC (updated)



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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2023-2026

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2023 – 2024:	2024 – 2025:	2025 – 2026:
<p>Priority One - Raising Attainment in Literacy - Writing Focus</p> <p>Priority Two – Raising Attainment through Digital learning across the curriculum</p>	<p>Priority One – Raising Attainment in Literacy – Reading Focus</p> <p>Priority Two – Developing a Playful classroom in the upper school</p>	<p>Priority One – Raising Attainment in Literacy – Talking and Listening Focus</p>

<p>Priority Three - Improvement in Children and Young people's emotional wellbeing</p> <p>ELC Priority - Ensure we are meeting the wellbeing needs of all our young children in the setting, focusing on children's understanding of self and awareness of others.</p>	<p>Priority Three – Family Engagement</p> <p>ELC Priority – Family Engagement</p>	
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2023 - 2024		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		Collaboration and Consultation		
		Who?	When?	How?
		Staff	Inservice Days Termly Planned meetings (WTA)	Professional Dialogue Surveys, SIP planning and evaluation meetings
		Pupils	Termly Pupil Voice House Meetings Pupil working groups	Pupil Voice through planned How Good is OUR school evaluations
Parents/Partnerships	Parent Council Termly surveys Parents evenings	Surveys Parent focus groups Workshops		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 		

3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning			
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>Priority One - Raising attainment in writing through High Quality learning, teaching and assessment.</p> <p>Priority Two - : Improving children’s digital skills across their learning.</p> <p>Priority Three – Improvement in Children and Young people’s emotional wellbeing</p>	<p>All Staff have good understanding of the planning, teaching and assessment of a High quality writing lesson, which will lead to high quality writing lessons for all pupils.</p> <p>Staff have a stronger understanding of the moderation cycle and the use of high quality assessments in writing.</p> <p>Achievement of a level data will reflect an increase of 5pp from session 22/23</p> <p>Develop a progression pathway in digital learning using Es and Os and benchmarks.</p> <p>Build staff capacity and confidence in digital technologies and provide leadership opportunities for staff and pupils.</p> <p>Develop a whole school nurture approach and establish consistent approaches to learning, teaching and tracking of health and wellbeing.</p>	<p>Staff pre and post surveys - 100% of staff will have a good understanding of a high quality writing lesson for all pupils.</p> <p>100% of identified pupils who did not achieve First level in P4 (2022-2023) receiving appropriate support and interventions by September 2023</p> <p>100% of identified P5 pupils will have achieved First level by November tracking meetings.</p> <p>85% of learners will improve by at least one XBRA measure.</p> <p>Staff Pre and Post surveys</p> <p>Achievement of a level data</p> <p>Teacher Feedback</p> <p>Pupil Feedback</p> <p>Increased evidence of planning for digital technologies.</p> <p>Pupils will have opportunities to access learning in a range of different forms and will have access to online platforms and digital tools.</p> <p>Pupils will provide peer support in classes developing their leadership skills and sharing their expertise.</p> <p>Barriers to learning will be reduced by pupils accessing digital technologies.</p> <p>Leuven Scale</p> <p>Boxall Profiles</p> <p>Wellbeing Indicators</p> <p>Pupil/Parent feedback</p>	<p>Yes (Early intervention)</p> <p>No</p> <p>Yes</p>

<p>ELC Priority- Ensure we are meeting the wellbeing needs of all our young children in the setting, focusing on children's understanding of self and awareness of others.</p>	<p>Develop ELC Nurturing approaches using OCTNE. Broaden staff knowledge and understanding of additional support needs.</p>	<p>100% of staff will have knowledge and understanding of six principles of nurture. 100% of staff will have have a broad knowledge of additional support needs and how to support young children with and ASN in the ELC.</p>	
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Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2023 - 2024

Strategic Priority 1:

Title: Raising attainment in writing through High Quality learning, teaching and assessment.

National Improvement Framework Key Priorities,

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

National Improvement Framework Key Drivers

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

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Argyll and Bute Education Key Objectives

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

Key Actions (How)

- Staff refresh/reminder of the Talk for Writing planning and progression framework to enable high quality Writing lessons for the term ahead ensuring consistency of approach.

Lead Person

PT rem it or Literacy

Timescale

August Inservice

Success Criteria to facilitate evaluation of learners’ progress

100% of staff indicate good understanding of the planning and teaching of a writing lesson.

<ul style="list-style-type: none"> Professional reading by staff on the T4W process. Meeting for parents to explain the T4W approach and ways to support writing at home Cold piece of writing to be completed by all P3 – P7 pupils Appropriate interventions identified for key pupils, and support for learning timetables created Interventions in place for P5 pupils identified through ACEL data collection in previous session Observations by SLT of writing lessons Moderation session between 3 schools to look at XBRA within writing across the stages. Tracking meetings to discuss progress and appropriate next steps Joint collegiate session (Garelohead/Rosneath) to shared expectations of HQ writing lesson and build a shared understanding of the Highland literacy progression to plan for these. (Writing only) Staff to complete: Reflective Questions All teaching staff to attend local authority inset day with a focus on learning teaching and assessment (moderation cycle) Opportunities provided for teaching staff to moderate with their stages partners across the three schools to continue the work started at inset and to review reflective questions – 3 sessions of which one is to be a peer observations of teaching and learning. Joint collegiate session with staff from three schools to allow professional dialogue around range of evidence: insert link. To ensure a shared understanding amongst moderation trios. Joint Twilight with staff across 3 schools to moderate achievement of a level P1/4/7 – progress through a level P2/3/5/6 Tracking and monitoring meetings to take place and XBRA DATA to be uploaded 	<p>HT CT/SFLT</p> <p>P5 teacher / SFLT</p> <p>HT</p> <p>HT/CT</p> <p>All staff</p>	<p>August 2023 August 2023 September 2023</p> <p>October tracking meeting</p> <p>1st October October half term October 31st 01 November</p> <p>27th November</p> <p>Jan – April</p> <p>January 31st</p> <p>April 24th</p> <p>May</p>	<p>Parents understand the approach used in school and are able to support their child at home.</p> <p>100% of identified learners in P3-P7 have appropriate support for learning in place.</p> <p>100% of identified P5 pupils who did not achieve first level at end of P4 will have achieved First level by February 2024.</p> <p>SLT will have identified one key area in learning and teaching for the whole school to improve.</p> <p>100% of staff are confident making XBRA judgements on progress and achievement in writing.</p> <p>100% of identified pupils in P3 – P7 continue to receive appropriate interventions and support.</p> <p>Shared understanding across the trio of a HQ writing lesson and Highland Literacy progression in writing.</p> <p>100% teaching staff will have a stronger understanding of the moderation cycle</p> <p>100% teaching staff will have a strong understating of high quality assessment in writing.</p> <p>Achievement of a level in writing for P1/4/7 will reflect an increase of 5pp from session 22/23.</p> <p>All pupils will show and increase in attainment by at least one XBRA measure over the academic year.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023 – 2024
Strategic Priority 2:	Title: Improving children’s digital skills across their learning.		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>Appoint digital champion and digital leaders (children)</p> <p>Audit, review and develop opportunities for digital learning and teaching:-</p> <ul style="list-style-type: none"> • Build staff capacity, confidence and pedagogy through training • Continue to embed digital learning and teaching in short term planning to support learning and teaching <p>Provide leadership opportunities for digital leaders across the school (trouble shooting, coding, internet safety, iPads, lunchtime clubs)</p> <p>Staff will use a wide range of digital learning environments and tools and apply creative and accessible digital teaching approaches.</p> <p>A focus on digital/cyber security (CRIS) with parental workshops</p> <ul style="list-style-type: none"> • All users will understand and adhere to digital learning protocols to ensure a safe and supportive learning environment. <p>Pupils to be fully involved in planning learning, using digital tools and platforms to gather learner voice.</p> <p>Digital accessibility tools will be used to support all learners across the curriculum.</p> <p>Pupils will use digital technologies (Seesaw, Google classroom, Glow) to gather, record and share their learning.</p> <p>Develop a progression pathway in Digital learning using Es and Os and benchmarks to ensure coherence and relevance.</p> <p>Assessment will be enhanced by the use of digital tools.</p>	<p>PT remit for Digital technologies</p> <p>Digital Champions</p>	<p>August 23</p> <p>Ongoing</p>	<p>Digital champions and leaders in place</p> <p>Training given to digital leaders</p> <p>Increased use of digital tools and technologies across the curriculum.</p> <p>Staff have opportunities to reflect upon current practice and how digital technologies enhance practice.</p> <p>Recommendations piloted and evaluated</p> <p>Pupils will have opportunities to access learning in a range of different forms and will have access to online platforms and digital tools.</p> <p>Pupils will provide peer support in classes developing their leadership skills and sharing their expertise.</p> <p>Barriers to learning will be reduced by pupils accessing digital technologies.</p> <p>Pupils will have opportunity to use their digital skills across all curricular areas and across the four contexts of learning.</p> <p>Pupils achievements in literacy and numeracy tracked in AR/Sumdog and Spelling, using digital technology tools.</p> <p>Working with parents to share the digital tools/platforms that are used to ensure parents/carers have the</p>
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			<p>necessary digital skills to access such platforms.</p> <p>Reductions in incidents of pupils being affected by misuse of social media.</p> <p>CRIS badge from Digital schools</p> <p>Apply for digital schools award</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023 - 2024
Strategic Priority 3:	Title: Improvement in Children and Young people’s emotional wellbeing		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	NGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Develop Whole school and ELC Nurturing Approaches <ul style="list-style-type: none"> Use OCTNE to audit where we are as a school/wider community 	Nurture Lead	August 23	Member of staff identified to attend A & B 3 day leadership training.

<ul style="list-style-type: none"> All staff surveyed on understanding of Nurture principles Parent information/workshops with focus on: Whole school Nurture Approach PATHS GIRFEC at Cardross Primary school Trauma Informed schools Leuven Scale/Boxall observations used to identify pupils requiring additional Health and Wellbeing support and appropriate interventions put in place. Individual pupils will be well supported to manage their behaviours throughout the school day and parents supported to manage challenging behaviours at home. Update school Health and Wellbeing policy to include: Introduce pupil passports “What matters to me” updated termly Wellbeing indicators termly – linked to UNCRC Mental Health and Wellbeing Beyond the Boxall strategies and intervention Leuven scale observations Continue to link learning opportunities to RRSA and UNCRC Apply for UNCRC Gold award 	<p>SLT/Ed Psych</p> <p>SLT</p> <p>Class Teacher /Nurture Teacher</p> <p>All staff</p> <p>RRSA lead and all staff</p>	<p>Oct 23</p> <p>Ongoing through session</p> <p>Ongoing through session</p> <p>Ongoing April 2024</p>	<p>Pre and post staff survey CLPL responsive to needs</p> <p>Through staff/parent increased knowledge and understanding of nurture principles and approaches, all children will experience appropriate and timely interventions in response to well-being needs and staff will be able to further develop their ability to deal effectively with challenging behaviours.</p> <p>Staff/ parents have increased awareness of 6 Nurture Principles.</p> <p>Children’s anxieties reduced as they receive pastoral support as required. The child will benefit from a consistent approach between home and school.</p> <p>Less referrals to SLT for support during lessons or break times due to behaviour issues.</p> <p>Parents/staff have a shared understanding of what it means to be trauma informed and how it impacts on mental health and wellbeing.</p> <p>Staff, pupils and parents become familiar with the UNCRC and school policies in line with the UNCRC and RRSA principles.</p> <p>Pupil knowledge and understanding of rights will be evident in relationships across the school and rights will be evident throughout the curriculum and life of the school.</p>

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023 - 2024
Strategic Priority ELC:	Title: Ensure we are meeting the wellbeing needs of all our young children in the setting, focusing on children’s understanding of self and awareness of others.		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<ul style="list-style-type: none"> • Parent Questionnaires on settling, care and support, to assess behaviour at home and the wider community to enable staff to know where children are socially and emotionally when they start nursery. • Develop ELC Nurturing approaches Use OCTNE to audit where we are as a ELC/wider community Staff surveyed on understanding of Nurture principles. • Build staff confidence in the use of the PATHs programme to grow children’s Emotional Understanding Self-Control Social problem solving Peer relationships and Self-Esteem. • Identify relevant CPD opportunities for staff to broaden their knowledge and understanding of Additional Support Needs 	<p>ELC practitioners</p> <p>Nurture Lead /ELC practitioners</p> <p>ELC Practitioners/Ed Psych team</p> <p>HT / Early Years Team</p>	<p>August 23/When child starts ELC/ongoing</p> <p>August 23</p> <p>Ongoing</p>	<p>Staff will have an understanding of children’s wellbeing at their age stage and development and any early interventions required.</p> <p>Pre and post staff survey – CLPL responsive to needs</p> <p>Children will feel safe and happy at ELC – Child’s voice evidence.</p> <p>Staff will recognise when pupils are becoming overwhelmed and there will be less episodes of distressed behaviour.</p> <p>Staff will have a better understanding of how they can effectively support young children with Additional Support Needs</p>
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Establishment Maintenance Improvement Planning – Optional Session: 2023- 2024

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (from previous plans):

ELC to P1 and beyond to continue to develop a high quality play pedagogy.

CGI Maths identified as actions to continue to take forward to continue to raise attainment in numeracy.

- Consistent approach to CGI Maths across the school, new staff to have CPD in CGI, observe colleagues teaching.
- Choral counting to be a focus with staff CPD and professional reading

Staff training across the school for using Leuven scale observations to measure children's emotional well-being and involvement.

Strong and clear evidence to support attainment over time consistent among all teachers

Self-Evaluation (WTA TBC) Focus QI for 2023 – 2024 (From school Three Yearly Quality indicator self-evaluation cycle)

Year 3

- 1.4 Leadership and management of staff Sept 23
- 1.3 Leadership of change Nov 23
- 2.2 Curriculum Jan 24
- 2.5 Partnerships Mar 24
- 3.3 Increasing creativity and employability May 234



PEF expenditure for 2023 – 2024 will be used to support the continued recovery of literacy attainment especially in writing which SNSA and ACEL data has shown a decline since school closures. It will also be used for Health and Wellbeing interventions.

Targeted pupils for literacy have been identified through SNSA and ACEL data, in school assessments and school tracking and monitoring.

Health and Wellbeing interventions will support target pupils who are: care experienced, have suffered ACEs, have extreme low esteem and social and emotional behaviour problems. The data used to identify these pupils is Boxall profiles, Leuven Scale observations, and Glasgow motivation and wellbeing profile. The interventions will have a positive impact on the mental health and wellbeing of targeted pupils as well pupils across the school.

Baseline Data

The school is identified as being in an accessible rural area.

Primary school role 166

ELC roll 27

SIMD Data (Quintile 1-5)

SIMD 1-2 4.8% (which equates to 8 pupils of which one is behind expectations in writing, and 2 are pupils with social and emotional well-being needs)

SIMD 3 27% SIMD 4 44% SIMD 5 22%

FSME

< 5% of school roll

Number of Child's Plans

Multi Agency 6 (decrease of 3 since 2022) Single Agency 6 (decrease of 2 since 2022) 6% of school roll

Care Experienced

< 5% of school roll

Staged interventions

Reading 16% of school roll receiving interventions

Writing 27% of school roll receiving interventions

Numeracy < 5% of school roll receiving interventions

SEBD 12% of school roll receiving interventions

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		Identify organiser for proposed intervention/project <ul style="list-style-type: none"> Teaching and Learning Leadership Family and Community
Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Literacy Learning and Teaching	Increase reading attainment with at least 6 months reading age improvement noted for target pupils by Feb 2024. This will be achieved through the use of Accelerated Reading Programme (targeted pupils and overall use for P3 – P7 pupils) Identified pupils will also have increased phonics interventions and small group activities with Early Intervention teacher. The target pupils will all have progressed by at least one progress measure by June 2024.	Attainment Data in reading. Standardised assessments/SNSA demonstrate increased attainment pre and post intervention. Accelerated progress evidenced through tracking. Accelerated reader baseline assessments		

	<p>Increased attainment in writing evidenced by a 5pp increase by June 2024.</p> <p>27% of pupils receiving interventions in writing these include using digital technologies to support learning, small group activities with early intervention teacher. All targeted pupils will have progressed by one progress measure by June 24.</p>	<p>SNSA, ACEL, and school assessments will show a rise in attainment in writing and a rise in pupil confidence in writing.</p>		
HWB	<p>Increased pupil engagement and motivation for learning – pupils identified by leuven scale assessments and Boxall profiles. This will be achieved by focused and targeted HWB interventions, including support from nurture teacher, Seasons for Growth, friendship and social skills groups. This will be measured by tracking and monitoring of Boxall profiles.</p>	<p>Pupil focus groups/learner conversations</p> <p>HWB tracking assessments – Boxall/Leuven Scale</p> <p>Perception of engagement in learning for targeted learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 on the scale.</p>		

Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Hannah Butler	0.2 FTE Nurture teacher	11 th August 2023	March 2024	0 years 0 months

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

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

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>
Spend Details				Carry Forward 2022 - 2023				PEF Allocation 2023 - 2024			
Staffing 1 x 0.2 Nurture Teacher (till March 2023) £6526 Sumdog Maths, Grammar and Spelling £750 AR £1500				£ 288				£ 291			
				Mid-Year Spend checkpoint (Dec-Jan)				Final spend (End of Session)			
				Identify any significant changes in expenditure.				Identify any significant changes in expenditure.			
				£				£			