Port Charlotte Primary School



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | | 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** | | | |
| * 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 | | | | * 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: | | | | |
| Curriculum Development: Literacy  Digital Strategy  Play Pedagogy  ELC: Communication | | Curriculum Development: Health and Wellbeing  Performance information to secure improvement  Community involvement | | Curriculum development: Numeracy  Embedding STEM  Global Citizenship | | | | |
| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | | | 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. | | | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Pupils & Parents | Oct 23, Jan 24 & Jun 24 | | Analysis of Seesaw data, focus groups & Survey |
| Staff | Mar 24 & June 24 | | Focus groups & Survey |
| Partners | June 23, June 24 | | Surveys |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | | **Argyll and Bute Education Key Objectives** | | | |
| * 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 | | | | * 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 | | | |
| **Priorities** | **Proposed Outcome and Impact** | | **Measures** | | | | **Linked to PEF** (Y/N) | |
| Curriculum Development | By March 2024 A programme of moderation and the use of new Listening and Talking trackers will make the assessment of listening and talking more robust at Port Charlotte Primary School and pre5. | | SMART TARGETS:   1. All teaching staff will use the new Listening and Talking Trackers to inform planning and assessment by December 2023. 2. All teaching and pre5 staff will report increased confidence in the use of talk in the classroom by March 2023. | | | | Y | |
| Digital Strategy | Learners at all levels will be enabled to select and make use of high-quality resources and equipment including digital technologies to support learning and share their achievements by May 2024. | | SMART TARGETS:   1. All classes will use their Promethean boards daily to enhance learning and teaching by December 2023. 2. All teaching staff will be familiar with the new Technology outcomes and will use these in their planning by May 2024. 3. Almost all p4-7 pupils will use Seesaw to independently share their learning with their families by May 2024. 4. Almost all teaching and pre5 staff will use Seesaw to track skills developed through play by May 2024. 5. All targeted Literacy pupils will use IT to support their Literacy skills by February 2024. | | | | Y | |
| Play Pedagogy | By the end of next session all pupils at Port Charlotte Primary and pre5 will be taking part regularly in learning through play, pupils, staff and parents will also show an enhanced understanding of the benefits of learning in this way. | | SMART TARGETS:   1. All classroom environments will have opportunities for all pupils to learn through play by December 2023. 2. Almost all school pupils will be able to name at least 3 skills learned through play by May 2024. 3. 5 out of 6 staff members in a focus group in March 2024 will report an increased understanding of the benefits of learning through play. 4. All teachers and childcare and education workers will be following the new Port Charlotte Primary School Play Policy by May 2024. | | | | N | |
| Early Years Priority: Communication | Staff and pupils will use Makaton signing daily to support communication in the pre5 unit by May 2024. | | SMART TARGETS:   1. Almost all pupils in pre5 will use Makaton signs as part of daily routines by May 2024. 2. All pre5 staff will report increased confidence in the use of Makaton by May 2024. | | | | N | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023 - 2024 |
| **Strategic Priority 1:** | Title: Curriculum Development | | | |
| **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** |
| * 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 | | | * 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** |
| **Data monitoring in 22-23 identified a discrepancy between reading and writing results and listening and talking results at all levels at PCPS, with listening and talking results coming our consistently lower than those for reading and writing. (see attainment paper May 2023) It was felt that while the school has a robust system of planners and trackers in place for reading and writing, it lacks such a coherent model for listening and talking. It was decided to put in place new trackers for listening and talking, which would also support teacher’s planning, and to support this with a programme of moderation of talking and listening which would be extended to include our pre5 colleagues.**   * New listening and talking trackers will be produced for all levels, early to second. * All teaching and pre5 staff will have opportunities to moderate one another’s use of Talk for Writing principles (school) and questioning to encourage talk (pre5). Observations will be shared and discussed at staff meetings in November and in March. | | Maggie Mclellan, HT  Lorraine Gillies PT | August 23 – May 24 | SMART TARGETS:   1. All teaching staff will use the new Listening and Talking Trackers to inform planning and assessment by December 2023. 2. All teaching and pre5 staff will report increased confidence in the assessment of talk in the classroom by March 2024. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023 - 2024 |
| **Strategic Priority 2:** | Title: Digital Strategy | | | |
| **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** |
| * 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 | | | * 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** |
| **In session 23-24, the school acquired new Promethean Boards for pre5 and both school classes. We also began using Seesaw to share learning with parents and would like to extend its use to track skills at all levels. We have used elements of the latest Technologies outcomes but these have yet to be fully embedded in our planning programme.**     * Staff will undertake online training in the use of Promethean boards * P4-7 pupils will be trained to use Seesaw to independently post their own work * Teaching and pre5 staff will use Seesaw to track skills for play * Teaching staff will work together to review the latest Technologies outcomes and add these to our system of Bundled Outcomes. | | Maggie McLellan, HT  Jenny Husthwaite, CCEW  Lorraine Gillies, PT  Jane McCormick, ST | August 2023- May 2024 | SMART TARGETS:   1. All classes will use their Promethean boards daily to enhance learning and teaching by December 2023. 2. Almost all p4-7 pupils will use Seesaw to independently share their learning with their families by May 2024. 3. Almost all teaching and pre5 staff will use Seesaw to track skills developed through play by May 2024. 4. All teaching staff will be familiar with the latest Technology outcomes and will use these in their planning by April 2024. 5. All targeted Literacy pupils will use IT to support their Literacy skills by February 2024. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023 - 2024 |
| **Strategic Priority 3:** | Title: Play Pedagogy | | | |
| **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** |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **In session 23-24 we began looking at the skills of play through weekly Free Play Friday sessions involving the whole school. Teaching staff undertook training in play pedagogy across the whole school and began to look at creating space for play in their classroom environments.**   * Teaching staff will review provision for play in existing environments and create new areas/ opportunities for play where needed. * Skills for play will be explicitly shared with pupils regularly * Skills for play will be shared with parents through Seesaw (see Digital target above) * Support staff will have access to training about the benefits of learning through play, and discussion groups on this topic will be facilitated. * A new Play Policy will be developed for Port Charlotte Primary School and pre5 and shared with all staff. | | Lizzi Wiggins  Pupil Council  Maggie McLellan, HT  Kerri Jamieson, CCEW | September 2023- May 2024 | SMART TARGETS:   1. All classroom environments will have opportunities for all pupils to learn through play by December 2023. 2. Almost all school pupils will be able to name at least 3 skills learned through play by May 2024. Pupil survey results. 3. 5 out of 6 staff members in a focus group in March 2024 will report an increased understanding of the benefits of learning through play. 4. All teachers and childcare and education workers will be following the new Port Charlotte Primary School Play Policy by May 2024. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023 - 2024 |
| **Strategic Priority ELC:** | Title: Communication | | | |
| **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** |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Data monitoring in 22-23 identified a need among our youngest learners for support with communication (See developmental milestones June 23). The school already has a programme of regular Makaton input and it has been decided to increase focus on this in pre5.**   * Pre5 staff will learn key signs using the Makaton training pen drive, * Staff will incorporate these signs into daily routines in the pre5 Unit e.g morning check in, snack time, lunch time | | Margaret Brown, CCEW  Maggie McLellan, HT | August 2023- May 2024 | SMART TARGETS:   1. Almost all pupils in pre5 will use Makaton signs as part of daily routines by May 2024. 2. All pre5 staff will report increased confidence in the use of Makaton by May 2024. |

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| **Pupil Equity Funding | Planning and Reporting** | School Name: Port Charlotte Primary School |
| **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**  **Identify:**   * Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context? * Think about your equalities groups that may be disproportionately affected by deprivation. * What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app * To be included:   - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate  **A consideration for longer term planning of approaches, with funding confirmed for 3 years, should be considered in the targets below.** | |
| **School Report on PEF Expenditure and Impact 2022 2023**  **Baseline Data:**  School Roll- 29 pupils P1-7  **FSME:** 17%  **SIMD Data:** Decile 6, Quintile 3  **ASN:** % of school roll receiving intervention – 59%  Number of UCPs – 9  **Community:** Port Charlotte Primary School serves a widespread rural community. Many pupils live on isolated farms or in very small communities where rural isolation and lack of access to services and internet can contribute to difficulties experienced.  **August 2023:**  Literacy- 34% receiving intervention  Numeracy- 24% receiving intervention  Nurture/ H&WB- 28% attend Nurture Group once a week. We also have a very strong policy of Whole School Nurture.  Parental Engagement- 60% of parents responded to parent questionnaire June 2023.  **Analysis of Data:**  **Targeted Group: 9 pupils in total identified who will benefit from targets in Literacy, Numeracy and Health and Wellbeing. This group meet some or all of the**  **above criteria e.g. adversely affected by deprivation, lone parent families, large families, have identified needs in Social and Emotional development and/or**  **are not meeting expected levels in Literacy.**   * **Literacy**- Needs identified through data from summative assessments May 2023 (SNSA, GL assessments, YARC reading tests). 7 out of 9 of these of pupils below expected levels in Literacy, and two with specific difficulty in spelling. Interventions put in place for August 23. Staffing put in place as necessary. Targets set for individual pupils for end of year attainment. GL assessments to be used alongside National Assessments and other in-school assessments. Staff to attend Dyslexia conference in October 2023 to refresh and update skills in supporting children with dyslexia. * **Numeracy**- Needs identified through data from summative assessments May 2023 (SNSA, GL assessments) . 8 out of these 9 pupils below expected levels in Numeracy. Interventions put in place for August 23. Staffing put in place as necessary. Targets set for individual pupils for end of year attainment. GL assessments to be used alongside National Assessments and other in-school assessments. * **Health and Wellbeing**- Needs identified through teacher observations and Boxall, MALS (Myself As a Learner) testing June 2023. 7 of these pupils identified as in need of social and emotional support through Nurture. PEF money to be used to purchase resources for use in Nurture group activities throughout session, to purchase Boxall assessments which feed into Child’s Plan Targets and to purchase materials for individual learning activities as appropriate. * **Staff training**- PEF funding to be used to fund staff visit to Parklands School in Helensburgh for staff learning, development and peer support in supporting pupils with significant Additional Support Needs. | |

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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | | |  | | | | | |
| **What are you planning to do with your PEF Allocation?**   * 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)?**   * 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**   * 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  Lead person:  Maggie McLellan HT & Jane McCormick ST  OCTF   * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people   HGIOS  3.2 Raising attainment and achievement | Targeted Spelling pupils will use information technology to support and practice Literacy skills: Sumdog spelling and Nessy.  Additional teaching time from Support Teacher will be funded to support this. (20 minutes per week)  Targeted Reading pupils will use information technology to support reading skills: Readingwise and Reading pens  Additional teaching time from Support Teacher will be funded to support this. (20 minutes per week)  Targeted Literacy pupils will use Special iapps programme to engage with basic literacy skills.  Additional teaching time from Support Teacher will be funded to support this. (20 minutes per week) | | | | | Smart Target: Almost all pupils in the supported spelling group will gain one year in spelling age between June 23 and May 24.  Evidence: See GL Spelling assessment results June 23/May 24.  Smart Target: Almost all pupils in the supported reading group will gain one year in reading age between June 23 and May 24.  Evidence: See GL Reading assessment results June 23/May 24.  Smart Target: All pupils in the Special iapps group will meet their Literacy targets in their Child Plans. May 24  Evidence: individual Child Plans | | | | | |  | | |  | | | | | |
| Numeracy  Lead person: Lorraine Gillies PT  OCTF   * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people   HGIOS  3.2 Raising attainment and achievement | Targeted Numeracy pupils will regularly practice the 4 operations using resources such as SEAL, Sumdog, Plus One and Power of Two. Additional teaching time from Support Teacher will be funded to support this. (60 minutes per week) | | | | | Smart Target: Almost all of the targeted numeracy pupils will meet their individual mental maths targets by May 2024.  Evidence: See individual targets in CPs/ IEPs. | | | | | |  | | |  | | | | | |
| Health and Wellbeing  Lead person: Jane McCormick, ST  OCTF   * Raise educational attainment and achievement for all   HGIOS  3.1 Ensuring wellbeing, equality and inclusion | In their Nurture Groups, targeted pupils will take part in a variety of carefully crafted activities to work on their social and emotional skills. Difficult emotions and how to deal with them will be discussed regularly and children will show they understand, at their own level, their own emotions and which strategies they use themselves. | | | | | Smart target: Almost all targeted pupils in Nurture groups will be able to use strategies from Emotionworks when dealing with difficult emotions by March 2024.  See staff observations March 24, Self-Evaluation Folder. | | | | | |  | | |  | | | | | |
| Smart Target: Almost all targeted pupils in Nurture groups will show a raised Wellbeing score in Leuven Scale assessments.  See completed assessments September 23 and May 24  See case studies, also Self-Evaluation Folder | | | | | |  | | |  | | | | | |
| Parental Engagement  Lead person:  Maggie McLellan, HT | **Analysis of parent use Seesaw showing increased parental engagement as compared to Blog & Google Classroom use last session.**  **Consultation June 23 with parents and staff showed a desire for more parental involvement and more information through Seesaw (see parent questionnaire June 23)**  Seesaw   * Seesaw platform used regularly to engage parents with children’s experiences at school. Feedback from parents of children in targeted group to be monitored. * Skills to be recorded alongside posts on Seesaw | | | | | The majority of hard-to-reach parents will engage with their children’s learning through the Seesaw platform by May 2024.  See Seesaw records May 2023- printout in Self-Evaluation folder | | | | | |  | | |  | | | | | |
| Staff Training  Lead persons: Lorraine Gillies PT  & Jane McCormick ST  NIF Key drivers   * Teacher and practitioner professionalism   OCTF   * Raise educational attainment and achievement for all * Strengthen Leadership at all levels   HGIOS  3.1 Ensuring wellbeing, equality and inclusion | PT and ST will be supported to go on a two day visit to Parklands school. | | | | | Smart Target: All staff who visit Parklands School will report increased confidence in providing stimulating and creative learning for pupils with significant additional support needs by November 2024.  See staff comments on impact of visit, Self-Evaluation folder. | | | | | |  | | |  | | | | | |
| PT and ST will attend two workshops each at the Dyslexia Scotland Education Conference on 28th October 2023. They will use staff meetings to feedback to other staff on what they have learned. | | | | | Smart Target: All staff who attend the Dyslexia Scotland Education Conference will share at least 3 new strategies or interventions with their colleagues at Port Charlotte by November 2024.  See minutes of staff meetings. | | | | | |  | | |  | | | | | |
| **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** | | | |
| Jane McCormick | | | | Support Teacher | | | | August 2023 | | | | | June 2024 | | | | 1 year 6 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 | |  | Social and Emotional Wellbeing | |  | | Promoting Healthy Lifestyles | | |  | Targeted approaches to Literacy and Numeracy | | |  | Promoting a High Quality Learning Experience | | |  | Differentiated Support |  |
| Employability and Skills Development | |  | Engaging Beyond the School | |  | | Partnership Working | | |  | Professional Learning and Leadership | | |  | Research and Evaluation to Monitor Impact | | |  | Using Evidence and Data |  |
| **Spend Details** | | | | | | | | | **Carry Forward 2022 - 2023** | | | | | | | **PEF Allocation 2023 - 2024** | | | | |
| ESTIMATED AMOUNTS:   * Support Teacher 2 hours per week whole session total cost £3297.21 * Boxall assessments £20 * GL assessments £200\* * Seesaw- £170\* * Sumdog Literacy & Maths package- £221.76 * Nessy £36.65 * Special iapps £60\* * Readingwise- £50\* * Numeracy resources £200 * Nurture Resources £200 * Staff Training £850\* * Emotionworks £50   \*These amounts are estimates (June 23).  Total estimated expenditure £5,355.62 | | | | | | | | | £ 0 | | | | | | | £ 5,400 | | | | |
| **Mid-Year Spend checkpoint (Dec-Jan)**  Identify any significant changes in expenditure. | | | | | | | **Final spend (End of Session)**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | | £ | | | | |