



School Improvement Plan	Lainshaw Primary School
Head Teacher	Jennifer Martin (Acting Head Teacher)
Date Submitted	Submitted to Head of Education on: 27.9.23
Session (Date when each year is written)	2023/2024 written: September 2023

School's/Centre's Vision and Values	<p>In Lainshaw Primary School, our shared vision is to create a safe, healthy and caring environment where everyone has an equal and inclusive range of learning opportunities and is valued, encouraged, motivated and supported to achieve their full potential and aspirations.</p> <p>We show respect, value each other's views and strive for excellence in partnership with our learning community.</p> <p>The Lainshaw Primary School values were agreed upon during a while school community refresh in 2019 and are:</p> <p>Respect Honesty Kindness</p> <p>We are a Silver Rights Aware School with children's rights informing our curriculum.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  <p>RESPECT KINDNESS HONESTY</p> </div> </div>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	Yes
Parent Council and Forum	Yes
Teachers, practitioners and ALL school/centre staff	Yes
Volunteers/ Community partners	Yes
Local bodies representing teachers, staff, volunteers and any	Yes

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Takes account of the strategy for parental involvement under section 2 (4A)	Yes
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Scottish Government Tackling Bureaucracy working group recommendations have been	Yes

parent bodies further associated to the school/centre.	
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considered when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Acting Head Teacher Signature:

Jennifer Martin

Pupil and Parental Strategic Involvement

<p><i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>The young people of Lainshaw Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none"> ✓ Pupil Focus Groups and Pupil Council, focusing on improving opportunities to be involved in designing a curriculum for all and wider achievements. ✓ Range of Pupil Leadership Groups/Committees; e.g. Rights Respecting Schools and Outdoor Ambassadors. ✓ House Captains and Vice Captains, Head Boy and Head Girl, P6 and 7 leaders. ✓ Daily conversations between pupils and SMT ✓ Assemblies ✓ Weekly SLTea meetings with SMT ✓ RRS questionnaires ✓ GMWP pre and post questionnaires 	<p>The parents of the young people of Lainshaw Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none"> ✓ Parental consultation through: <ul style="list-style-type: none"> ○ Questionnaires issued termly by HT ○ Workshops/information sessions/randomly selected focus groups ○ Open Afternoons/Meet the Teacher ○ Reporting parental feedback sheet ✓ Parent Council and Parent Association ✓ Termly opportunities for parents/carers to come into the school and participation in the self-evaluation process ✓ Informal dialogue through visibility of SLT every day at drop off and pick up.

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>To close the poverty-related attainment gap with a particular focus on learners in SIMD 3 and 4 and improve attainment for <u>all</u> children in literacy and numeracy.</p> <p>The attainment of our learners in Writing, Listening and Talking and Numeracy at Early, First and Second Level will increase as a result of the following actions:</p> <ul style="list-style-type: none"> ● Develop a revised and consistent approach to teaching, learning and assessment in Writing. ● Develop a revised and consistent approach to teaching, learning and assessment in Listening and Talking. ● Develop and embed a whole school approach to the teaching of number processes. <p>The poverty related attainment gap will be closed as a result of the following actions:</p> <ul style="list-style-type: none"> ● Enhanced tracking and monitoring of a wide range of data on our learners in SIMD 3 and 4 ● Interventions planned and based on data on our learners in SIMD 3 and 4. 	<p>Rationale for improvement priority based on evidence:</p> <p>In session 22/23, attainment in writing for our P4 and P7 learners exceeded East Ayrshire results. However, despite P1 attainment in writing improving significantly from 56% in the previous session to 73%, it dipped just below East Ayrshire results. Attainment in writing across P1,4 and 7 was lower than that of the Education Group average. A clear, consistent approach to teaching and learning in writing will support increased attainment in line with the Education Group average and ensure that P1 attainment can match the excellent results in P4 and P7.</p> <p>Attainment in Listening and Talking decreased slightly at P4 and P7 in session 22/23 but there was a huge rise in attainment in P1. However, attainment in Listening and Talking is falling under Education Group and East Ayrshire averages, therefore with clear methodologies from a new approach to teaching Listening and Talking across the school, we can ensure that learners are being supported to develop the necessary skills.</p> <p>Projected attainment in numeracy and literacy for P4 and P7 in Session 23/24 suggests that learners at these stages will meet or exceed Education Group and East Ayrshire averages. Data on attainment levels from session 22/33 shows that we reduced the poverty related attainment gap across the school by the end of the last session. However, at P3, P5 and P6, in session 23/24, the poverty related attainment gap is significant and enhanced tracking and</p>
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		monitoring of these stages coupled with planned interventions aims to address this.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least advantaged children	NIF Driver School Improvement Teacher Professionalism Curriculum and Assessment Performance Information	HGIOS/ HGIOSELCC QIs for self-evaluation 1.1 Self-Evaluation for Self-Improvement 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement

What actions are required to reach the desired outcome?	Who	When
Literacy Actions		
<ul style="list-style-type: none"> Audit and review spelling across the school with specific focus on closing the gap for P3, P5 and P6 learners. 	F. McFarlane	Dec 23
<ul style="list-style-type: none"> Research and implement a consistent whole school approach to learning and teaching in writing. 	F. McFarlane/ R. Lynes/ Literacy Working Group	Jan 24
<ul style="list-style-type: none"> Develop and embed consistent approach of teacher/self /peer assessment of writing to inform teacher judgements and identify strengths and next steps for learners. 	F. McFarlane/ All Teaching Staff	Feb 24
<ul style="list-style-type: none"> Create Listening and Talking planner to ensure consistent delivery, progression, and assessment of skills. 	F. McFarlane/ E.Ewing	Feb 24
<ul style="list-style-type: none"> Undertake CLPL sessions to embed new Listening and Talking resource across whole school. 	F. McFarlane/ E.Ewing/ All Teaching Staff	Feb 24
Numeracy Actions		
<ul style="list-style-type: none"> Develop and embed a whole school approach that focuses on progression in the key concepts and conceptual understanding of multiplication facts (P3-7) and number bonds (P1-2). 	J. Flannagan/ All Teaching Staff	June 24
<ul style="list-style-type: none"> Evaluate the impact of the new whole school numeracy resource on attainment by reviewing data, monitoring consistency of application and sharing excellent practice. Undertake CLPL sessions to support consistent staff implementation of the resource. (PEF) 	J. Flannagan/ Numeracy Working Group	Nov 23

<ul style="list-style-type: none"> Review impact of numeracy assessments piloted in session 22/23. Adapt and amend to produce final draft. 	J. Flannagan/ Numeracy Working Group	Nov/Dec 23
Assessment and Data Informed Pupil Support		
<ul style="list-style-type: none"> Create a new Assessment Policy – consult and share with parents/carers, staff and pupils; with clear assessment calendar, types of assessment used and clarification on the purpose of assessments. 	J. Johnstone	Nov 23
<ul style="list-style-type: none"> Track attainment of SIMD 3 and 4 learners and prioritise interventions, support groups and time with PEF funded Support for Learning Teacher to these learners. (PEF) 	J. Martin/ PEF Teacher	Nov 23
<ul style="list-style-type: none"> Embed the use of attainment data as part of ongoing learning and teaching, with a focus on teachers enhancing their understanding of how to interrogate data at class level to directly inform planning and in-class interventions for children’s next steps in learning. This will also inform planning for additional support provided by Classroom Assistants. (PEF) 	J. Martin/ All Teaching Staff	Nov 23
<ul style="list-style-type: none"> Engagement with EAC Leaders of Learning Programme prioritising; differentiation, assessment and effective use of data. 	R. Lynes	Throughout the session

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Purchase of Numeracy Teaching Resources	A consistent approach to teaching and learning in numeracy evidenced by improved attainment in numeracy at all stages.	J Flannagan	Nov 23
Appointment of a Support for Learning Teacher	Increased academic support and intervention leading to improved outcomes for identified pupils.	DHT/HT	Nov 23
Appointment of Classroom Assistant Hours	Increased academic support and intervention leading to improved outcomes for identified pupils.	DHT/HT	Aug 23

<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> Numeracy levels of attainment will increase in P1, P4 and P7 in comparison to National, Local and Education Group levels. Data gathered from piloted Numeracy assessments at the end of each level will identify possible school-wide gaps and pupils who need support. This will also inform adaptations to Early, First and Second Level numeracy planners. Spelling ages will improve in P3, P5 and P6.

- Pre and Post CLPL feedback will show improvement in professional knowledge and increased teacher confidence in teaching Writing and Listening and Talking.
- Approaches to assessment and feedback to learners will establish areas of strength, gaps and next steps.
- Robust assessment approaches will support early intervention and appropriate supports being implemented.
- Learners can self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement.
- Current attainment in Talking and Listening shows most learners are on track. Implementing a new approach and samples of evidence, which will be moderated, will result in more learners achieving beyond the level and improve accuracy and confidence in teacher judgement.
- Improved attainment in Writing and Listening and Talking across all stages.
- The poverty related attainment gap at P3, P5 and P6 will reduce.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Provide increased opportunities to link learning to the world of work and skills for life to support future sustained positive destinations and employability skills.</p> <p>We will have a continued focus on providing our pupils with a wide range of wider opportunities that link to all aspects of learning, life and work; promoting partnership working and a renewed focus on digital technologies.</p> <p><i>UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously.</i></p> <p><i>Article 17 - You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</i></p> <p><i>Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.</i></p>	<p>Rationale for improvement priority based on evidence:</p> <p>The CfE Technologies Principles and Practice paper states that ‘Learning in technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.’ Through our HGIOS self-evaluation processes, we have identified two of the six organisational headers from technologies as a focus for improvement. We will invest time and resources in ‘ICT to enhance learning’ and ‘computing science’ to support digital skills development with the aim of fostering creativity, innovation and problem-solving skills. Parent/Carer feedback gathered through school questionnaires places digital technology learning within their top 5 priorities too.</p> <p>Key priorities of the National Improvement Framework remain improvement in skills and sustained, positive school-leaver destinations and placing the human rights and needs of every child at the centre of education. Our recent RRS silver feedback that informs our gold plan, highlights the need for our learners to be involved in directly affecting positive change through partnership working and parental engagement.</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver Parent/Carer Involvement and engagement School Leadership Teacher Professionalism School Improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.3 Increasing Creativity and Employability</p>

What actions are required to reach the desired outcome?	Who	When
Digital Technologies		
<ul style="list-style-type: none"> Update our technologies curriculum with a focus on the development of ICT skills and clear digital learning pathways within our curriculum. 	E. Speirs	Jun 24
<ul style="list-style-type: none"> Establish an ICT Suite to ensure all children have weekly whole class timetabled access to a suite of computers where the technologies curriculum can be fully delivered. 	E. Speirs	Sep 23
<ul style="list-style-type: none"> Assess progress and impact of a whole school approach to the use of digital technology through working towards the Digital Schools Award. 	E. Speirs	Jun 24
Community and Partnership Working		
<ul style="list-style-type: none"> Engage with Skills Development Scotland, Ayrshire Chamber and Ayrshire College to support and link education, learning and employability throughout the session and build on this during our Developing the Young Workforce Week and ongoing work towards the Digital Schools Award. 	V. McFarlane	Mar 24
<ul style="list-style-type: none"> Increasingly involve pupils in decision-making to enhance pupil leadership as an employability skill. Develop a pupil-friendly version of the SIP where they can be allocated responsibilities for change and clearly see where they have had meaningful impact. 	W. Larman/ J. Martin	Oct 23
<ul style="list-style-type: none"> As part of our RRS Gold plan, further promote and encourage independent thinking among pupils through engagement in global and local themes and campaigns. Link with community partners to identify causes and affect positive change. 	W. Larman/ RRS Working Group	Jun 24
<ul style="list-style-type: none"> In consultation with the wider school community, review, refresh and update our curriculum rationale. 	J. Johnstone	Jan 23
Parental Involvement and Engagement		
<ul style="list-style-type: none"> Prioritise the key role of parents as partners in their children's learning by increasing opportunities for parental involvement and engagement across the school through the introduction and increase of: <ul style="list-style-type: none"> - Parent Workshops focusing on literacy, numeracy, health and wellbeing and digital technologies. - Family Learning through P1 Workshop - Open classrooms to share learning - Planned opportunities every term for parents/carers to get involved in school evaluation - Termly Curriculum Newsletters - 'Meet the Teacher' event - Children across every stage will have the opportunity to lead an event that will provide wider achievement success and involve parents/carers and the local community. E.g. Macmillan Coffee Morning - Sharing views on approaches for reporting to parents 	J. Martin/ J. Johnstone/ All Teaching Staff	Jun 24

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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Improved digital access, enriched learning experiences, increased engagement and digital skills across the school • Achievement of Digital Schools Award • Links established through Developing the Young Workforce Week, will have inspired and motivated learners to see themselves as aspirational in the world of work. • Teachers will identify and create links within existing curriculum planners to the World of Work sharing with learners the links all of their learning has to positive destinations. • Children will be able to articulate and demonstrate through their own version of the SIP, the impact their pupil voice and leadership has on school improvement. • Children will identify causes where they can affect change and be able to share the impact of their work with the wider school community. • Feedback from parent/carer questionnaires will reflect all stakeholders demonstrate an awareness and understanding of our curriculum rationale. • Feedback from parent/carer questionnaires will reflect increased opportunities to become involved in and support their child's learning and the wider work of the school.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Improved outcomes in Health and Wellbeing for all pupils.</p> <p><i>UNCRC - Article 1 Everyone under 18 has all these rights.</i> <i>UNCRC - Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well.</i> <i>UNCRC – Article 39 Children who have experienced neglect, abuse, exploitation, trauma or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.</i></p>	<p>Rationale for improvement priority based on evidence:</p> <p>Analysis of our ASN Log and Child’s Plans identifies an increased need for staff to develop their knowledge, understanding and skills in supporting pupils with social, emotional and behavioural needs. We are prioritising the creation and introduction of a new Positive Relationships Policy that supports all learners in the school to feel safe, supported and recognised. This will build on the East Ayrshire Positive Relationships Framework and link with the UNCRC as we move towards achieving our Gold Award.</p> <p>Due to our increased work in supporting learners with trauma and adverse early childhood experiences, teaching and support staff will be engaging in the Neurosequential Model in Education CLPL led by the Educational Psychology team ensuring equity in better health and wellbeing for all.</p> <p>Identified teaching staff have already undertaken training to become Staff Health and Wellbeing Champions with our next step being to identify pupil Health and Wellbeing Champions in our aim to be a mentally healthy school.</p> <p>To support the tracking and monitoring of the Health and Wellbeing of our learners, we will utilise the GMWP assessment tool to gain a more focused, data-backed review of learner wellbeing. The data will be used to direct interventions, evaluate the effectiveness of our Health and Wellbeing curriculum and plan the work of our Wellbeing Champions.</p>
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NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School Leadership Teacher and Practitioner Professionalism	HGIOS/HGIOSELCC QIs for self-evaluation 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion

What actions are required to reach the desired outcome?	Who	When
Rights Respecting School		
<ul style="list-style-type: none"> As part of our RRS plan, create and implement a new Respectful Relationships Policy. Work collaboratively with parents, staff and pupils to build community and a shared understanding of the UNCRC and its links to meeting children's needs within a safe and welcoming environment. 	J. Martin	Sep 23
<ul style="list-style-type: none"> Ensure the UNCRC informs our practice across the curriculum with the development of class and whole school charters. 	J. Martin/ W. Larman/ All Teaching Staff	Oct 23
<ul style="list-style-type: none"> Develop and begin to embed an action plan for attaining Gold Rights Respecting School accreditation. 	W. Larman and RRS Working Group	Nov 23
Mental Health and Wellbeing		
<ul style="list-style-type: none"> Become a trauma-informed school through engagement with the Neuro Sequential Model of Education. Development work led by Psychological Services will be undertaken by key staff to improve understanding of child development and the effects of stress and trauma, and how to support children with these additional challenges. 	J. Martin/ Claire Ferguson/ Ruth Miller/ Key Staff	Monthly sessions Sep 23 – Jun 24
<ul style="list-style-type: none"> Establish pupil Health and Wellbeing Champions in line with East Ayrshire Policy. Children will participate in training sessions to support a mentally healthy school and learn to support children that require it. 	V. McFarlane/ HWB Working Group	Nov 23
<ul style="list-style-type: none"> Implement GMWP pre and post questionnaires for P1 to 7; data obtained will inform individual, class and whole school interventions to improve wellbeing. This will also inform planning for additional support provided by Classroom Assistants. (PEF) 	V. McFarlane	Nov 23

<ul style="list-style-type: none"> GMWP CLPL sessions will be provided to support staff awareness, interpretation of data and implementation of actions. 	V. McFarlane/ All Teaching Staff	Nov 23
Physical Education and Wider Achievement		
<ul style="list-style-type: none"> Implement action plan for Sport Scotland Silver Award with a focus on creating at least one opportunity for every stage to participate in an after school club, developing our learners as leaders of sport, ensuring two quality hours of PE and collecting data to provide targeted opportunities for those pupils that face barriers to participation. 	D. Duncan/ Active Schools Coordinator/ HWB Working Group	Jun 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Appointment of Classroom Assistant Hours	Increased SEBN support and intervention for individuals leading to improved outcomes for identified pupils.	HT/DHT	Oct 23

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Improved H and W of pupils, leading to improved readiness to learn and raised attainment in all curricular areas; levels of attainment will increase in P1, P4 and P7 in comparison to EAC and national average correlating with Glasgow Wellbeing Toolkit data. Parental Engagement questionnaires will provide evidence of increased confidence, engagement and involvement. All pupils will be aware of the adults who can help them with their wellbeing and additionally, will be able to list the supports that peers and senior pupils can also offer. Use of data from GWMP will inform support plans for individuals. Use of data from GWMP will help assess the impact of our Health and Wellbeing curriculum across the school. All pupils and stakeholders will be clear on the aims of the Positive Relationships Policy and be able to articulate the values of our school, share how pupils are recognised for success and how they are supported to access their rights within a safe and welcoming school environment. Rights Respecting School principles and practice will be firmly embedded in our curriculum and school ethos. Children will demonstrate clear knowledge of their rights and will be active participants in the development of work leading to Gold. All duty bearers will be aware of their responsibilities in children experiencing their rights. Enhanced support plans for pupils who have experienced trauma will be created due to improved teacher knowledge and understanding.
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<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Closing the poverty related attainment gap Increase and enhance support and intervention for identified groups of children, close the poverty related attainment gap and remove barriers to learning.</p> <p>UNCRC Article 2 – The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect the children. Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.</p>	<p>Rationale for improvement priority based on evidence: Baseline data for reading (P2-P7) in session 22/23 showed that 53.9% of learners in SIMD 3 and 4 were on track. The attainment gap was 25.4%. Baseline data for reading (P2-P7) in session 23/24 shows that 65.9% of learners in SIMD 3 and 4 are on track. The attainment gap is currently 19.9%. Overall, the poverty related attainment gap has reduced with the previous sessions' interventions in literacy and numeracy. However, detailed analysis of attainment data specifically at P3, P5 and P6 shows a large attainment gap remains.</p> <p>As an example, Primary 4 baseline data for session 22/23 showed the attainment gap in reading was 52%. The same cohort, (Primary 5 in 23/24) baseline data for session 23/24 shows the attainment gap in reading is 35.2%. EAST and PEF interventions targeted at this cohort, as an example, show positive impact but still the need to reduce the gap further. A very similar picture exists for P5 attainment in numeracy and writing.</p> <p>Data across the school demonstrates that there is a need to continue to utilise support staff expertise to provide targeted support for identified boost groups in literacy and numeracy and supplement our support for learning and teaching time to boost attainment for our learners in SIMD 3 and 4.</p>
<p>NIF Priorities</p>	<p>NIF Driver Assessment of children's progress Performance Information</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.5 Management of resources to promote equity 2.4 Personalised support</p>

Closing the attainment gap between the most and least disadvantaged children		3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
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What actions are required to reach the desired outcome?	Who	When
Targeted Interventions at SIMD3 and 4 Learners		
<ul style="list-style-type: none"> Track attainment of SIMD 3 and 4 learners in literacy and numeracy; cross-referencing with and collating data on, FME, ASN information and current supports to ensure targeted interventions are up to date and appropriate. 	J. Martin	Nov 23
<ul style="list-style-type: none"> For targeted SIMD 3 and 4 learners, use attainment and assessment data to plan small group and 1:1 interventions in literacy and numeracy with PEF funded Support for Learning Teacher. (PEF) 	J. Martin/ PEF Teacher	Nov 23
<ul style="list-style-type: none"> An overview of learners who are not attaining at the expected level and who fall within SIMD 3 and 4 will be created for each class. Teaching staff will use this knowledge to plan targeted in-class interventions and to ensure that they are making best use of Classroom Assistant support for these learners. (PEF) 	All Teaching Staff	Oct 23
<ul style="list-style-type: none"> Use evidence from attainment data to identify pupils in P5 where the poverty related attainment gap in numeracy is largest. Plan and implement numeracy interventions bespoke to this group. (PEF) 	J. Martin/ P5 Teaching Staff/ PEF Teacher	Oct 23
Enhance Universal Learning and Teaching Provision		
<ul style="list-style-type: none"> Planning, learning, teaching and assessment model developed at Education Group level through QAMSO work to ensure consistent and equitable approaches in literacy and numeracy across the Education Group. 	E. Speirs/ All Teaching Staff	Oct 23
<ul style="list-style-type: none"> Further embed outdoor education policy and evaluate impact. 	E. Ewing/ All Teaching Staff	Dec 23
<ul style="list-style-type: none"> Staff supported through CLPL to ensure that the learning provision in the classroom and whole school environment is inclusive and has been considered when aiming to meet the needs of individuals who have barriers to learning and beyond that, for all. 	J. Martin/ All Teaching Staff	Dec 23

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Appointment of a Support for Learning Teacher	Increased academic support and intervention leading to improved outcomes for identified pupils.	DHT/HT	Nov 23

Appointment of Classroom Assistant Hours	Increased academic support and intervention leading to improved outcomes for identified pupils.	DHT/HT	Aug 23
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<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Attainment of learners in SIMD 3 and 4 will improve in literacy and numeracy with the gap reducing. • Overall pupil attainment in literacy and numeracy will improve. • Improvements in attainment will occur due to increased teacher judgement confidence resulting from PLTA work within the Education Group. • Increased staff confidence in using data to plan class-based interventions will lead to improved attainment at all stages. • Pupils will feel supported in their learning and be provided with the opportunity to fulfil their potential. • Pupil's social, emotional and behaviour needs will be supported on a daily basis, leading to increased engagement in school life through our inclusive approaches.
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Summary of Improvement Plan

<p>Raising Attainment, particularly in Literacy and Numeracy</p>	<p>Increased in sustained positive destinations and employability skills</p>
<ul style="list-style-type: none"> • Audit, evaluate and review current spelling approaches and attainment within this aspect of literacy. • Implement a whole school approach for the teaching and learning of writing skills. • Implement a consistent method of planning, progression and assessment within Listening and Talking. • Develop a whole school approach for progression in the key concepts and conceptual understanding of multiplication facts (P3-7) and number bonds (P1-2). • Evaluate the impact of new whole school numeracy approach. • Review, adapt and amend new numeracy assessments piloted last session. 	<ul style="list-style-type: none"> • Update our technologies curriculum with a focus on the development of ICT skills and clear digital learning pathways within our curriculum. • Establish an ICT Suite to ensure all children have access to a suite of computers where the technologies curriculum can be fully delivered. • Begin work on Digital Schools Award. • Engage with partners to support and link education, learning and employability throughout the session and build on this during our Developing the Young Workforce Week. • Review, refresh and update our curriculum rationale. • Prioritise the key role of parents as partners in their children’s learning by increasing opportunities for parental involvement and engagement across the school.
<p>Ensuring the health and wellbeing of all young people</p>	<p>Closing the poverty related attainment gap</p>
<ul style="list-style-type: none"> • Create and implement a new Respectful Relationships Policy. • Develop and begin to embed an action plan for attaining Gold Rights Respecting School accreditation. • Become a trauma-informed school through engagement with the Neuro Sequential Model of Education. • Implement GMWP; data obtained will inform individual, class and whole school interventions to improve wellbeing. • Establish pupil Health and Wellbeing Champions. 	<ul style="list-style-type: none"> • Track attainment of SIMD 3 and 4 learners in literacy and numeracy; cross-referencing with and collating data on, FME, ASN information and current supports to ensure targeted interventions are up to date and appropriate. • For targeted SIMD 3 and 4 learners, use attainment and assessment data to plan small group and 1:1 interventions in literacy and numeracy with PEF funded Support for Learning Teacher. (PEF) • Teaching staff plan targeted in-class interventions with CA support for learners not attaining at expected level in the PRAG. (PEF) • Staff will participate in inclusive learning environment CLPL.

