



# St John's Primary School Improvement Plan 2023-2024





<b>Vision</b>
In St Luke's cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.
<b>Values</b>
We value love faith and understanding.
<b>Aims</b>
To inspire the moral purpose of learning and teaching; to unleash potential, raise attainment, promote equity and transform the life chances of each and every learner especially those most in need of support.

## Three Year Cycle of School Improvement Priorities

School Maintenance (2023-2024)	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	ERC Education Department Local Improvement Plan Priorities (2022-2025)
<ul style="list-style-type: none"> <li>▪ Playful Pedagogy</li> <li>▪ Literacy – Reading developments</li> <li>▪ Health and Wellbeing – mental and emotional</li> <li>▪ STEAM</li> <li>▪ Outdoor learning and Global Citizenship</li> </ul>	How good is our leadership and approach for improvement? QI 1.1, 1.2, 1.3	How good is our leadership and approach for improvement? QI 1.1, 1.2	How good is our leadership and approach for improvement?	Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children
	<ul style="list-style-type: none"> <li>▪ Renewal and Build Back Better</li> <li>▪ Assessment, achievement and moderation</li> <li>▪ Developing in Faith: Celebrating and worshipping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment, achievement and moderation</li> <li>▪ Developing in Faith: Communion, Participation, Mission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum</li> <li>▪ Staff leadership</li> <li>▪ Learner voice</li> </ul>	
	How good is the quality of care and education we offer? QI 2.1, 2.2, 2.3, 2.5, 2.6	How good is the quality of care and education we offer? QI 2.3, 2.6, 2.7	How good is the quality of care and education we offer? QI 2.3, 2.6, 2.7	
	<ul style="list-style-type: none"> <li>▪ Shared understanding of assessment</li> <li>▪ 1 + 2 languages</li> <li>▪ Literacy and English</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literacy and English (Talking and Listening)</li> <li>▪ STEAM</li> <li>▪ Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment and Moderation</li> <li>▪ Literacy and English</li> <li>▪ Numeracy and Mathematics</li> </ul>	Improvement in employability skills and sustained, positive school-leaver destinations for all young people
	How good are we at improving outcomes for all our learners? QI 3.1, 3.2, 3.3	How good are we at improving outcomes for all our learners? QI 3.2, 3.3	How good are we at improving outcomes for all our learners? QI 3.2, 3.3	
	<ul style="list-style-type: none"> <li>▪ Learner Voice</li> <li>▪ Outdoor Learning and Sustainability</li> <li>▪ Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learner Voice</li> <li>▪ Learning for Sustainability</li> <li>▪ Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning for Sustainability</li> <li>▪ Digital Technology</li> <li>▪ Catholic Ethos</li> <li>▪ Family Centred Approaches</li> </ul>	Improvement in children and young people’s health and wellbeing

## Leadership and Management

### How good is our leadership and approach to improvement?

#### HGIOS4? Quality Indicators

#### National Improvement Framework Drivers

**1.1** Self-evaluation for self-improvement

School Leadership, Teacher Professionalism, School Improvement

**1.2** Leadership of Learning

#### National Improvement Framework Priorities

**1.3** Leadership of Change

Improvement in attainment, particularly in literacy and numeracy

Priority	Outcome/Impact	Action	Personnel	Timescale	Resources	Monitoring/Evaluating
<b>Curriculum</b>	Experienced learners and practitioners who can design and implement <i>Curriculum for Excellence</i> in the ways that best meet the needs of learners with a particular focus on Vision for 2025	<p>Raise awareness of ERC's '<i>Curriculum: A Vision for 2025</i>' and online resource to develop practitioners' understanding of their own role in curriculum design and its implementation</p> <p>Practitioners further explore the concept of curriculum utilising the Framework Map, Practitioner Self-Reflection Tool and Collaborative Self-Reflection Tool</p> <p>Use the outcomes to review and update the school's curriculum rationale detailing:                             <ul style="list-style-type: none"> <li>▪ Understanding Curriculum Making (the 'why')</li> <li>▪ Evaluating the Curriculum (the 'what')</li> <li>▪ Planning the Curriculum (the 'how')</li> </ul> </p> <p>Engage in the work of the Cluster Standing Committee to explore curriculum design in line with ERC vision for 2025</p>	All practitioners L Webster (Cluster Representative)	August 2023- June 2025	<p>ERC – '<i>Curriculum: A Vision for 2025</i>'</p> <p><a href="#">Building the Curriculum</a></p> <p><a href="#">Refreshed Narrative on Scotland's Curriculum</a></p> <p>ERC 'Excellent Experiences for All' Framework</p>	<p>Self-Evaluation through <a href="#">HGIOS4?</a></p> <p>Reciprocal Learning Visits</p> <p>CLPL Evidence and Feedback</p>
<b>Staff Leadership</b>	<p>Empowered staff who can collaborate and learn from each other to improve learning and teaching across the whole school by developing leadership skills and opportunities</p> <p>Skilled practitioners whose practice is informed by data and research</p>	<p>All staff to select an area of school leadership to enhance provision across the wider school community</p> <p>Develop the case study approach to Practitioner Enquiry:                             <ul style="list-style-type: none"> <li>▪ Teachers will have flexibility in specific child/group of focus</li> <li>▪ Learning and teaching approaches reviewed</li> <li>▪ Impact measured over time</li> <li>▪ Dedicated time for collaboration and showcase, sharing good practice</li> </ul> </p>	All practitioners	August 2023- June 2024	<p><a href="#">GTCS Professional Standards</a></p> <p><a href="#">GTCS Practitioner Enquiry</a></p>	<p>Professional Review and Development process</p> <p>Practitioner Enquiry Showcase</p> <p>Self-Evaluation</p>
<b>Learner Participation</b>	All learners participate in the life and work of the school, developing leadership skills	<p>Engage with Education Scotland guidance: Learner Participation in Educational Settings (3-18) and support materials to help develop an understanding of learner participation</p> <p>Practitioners to include learners in planning and leading learning including:                             <ul style="list-style-type: none"> <li>▪ Involving learners in evaluation of learning and teaching through the use of HGIOS4?</li> </ul> </p>	SLT All Practitioners Learners	August 2023- June 2024	<p>Visible Learning Materials eg. Learning Pit</p> <p><a href="#">HGIOURS4? Part 1</a></p> <p><a href="#">HGIOURS4? Part 2</a></p>	<p>Quality Assurance</p> <p>Pupil Dialogue</p> <p>Committee Showcase</p> <p>Learning Walk feedback and impact</p>

		<ul style="list-style-type: none"> <li>▪ Learners to participate in learning walks to identify skills being developed across the school</li> <li>▪ Pupil committees embedded in the life of the school, developing skills and demonstrating impact</li> <li>▪ Learners are involved in elements of participatory budgeting</li> </ul>			<a href="#">Learner Participation in Educational Settings</a>	
<b>Nursery Development</b>	Increase knowledge and understanding of the Early Years Curriculum and legislation, procedures and practices in preparation for the opening of St John's nursery class	SLT and identified members of staff to plan and prepare for the introduction of a nursery class by: <ul style="list-style-type: none"> <li>▪ Collaborating with established nursery classes to gain knowledge and understanding</li> <li>▪ Completing learning visits to nursery classes within the local authority</li> <li>▪ Engage with relevant documents to inform practice</li> </ul>	SLT Identified Practitioners	August 2023 – January 2024	<a href="#">How good is our Early Learning and Childcare?</a> <a href="#">Realising the Ambition</a> <a href="#">Care Inspectorate Hub</a>	Formulate action plans following visits

Learning Provision						
How good is the quality of care and education we offer?						
HGIOS4? Quality Indicators			National Improvement Framework Drivers			
2.2 Curriculum			Assessment of children’s progress, Performance Information, Teacher Professionalism, School Improvement			
2.3 Learning, Teaching and Assessment			National Improvement Framework Priorities			
			Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people			
Priority	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/Evaluating
Assessment and Moderation	A data rich culture is developed where data is utilised to inform teacher judgements, interventions and supports	<p>Teaching staff continue to use the ERC tracking tool to:</p> <ul style="list-style-type: none"> <li>identify stretch aims and ensure they are a focus within tracking and monitoring of teaching and learning</li> <li>confidently discuss learner progress</li> </ul> <p>Further training for early years staff on accessing attainment information from the ELCC tracking tool</p> <p>Benchmarking assessments e.g. MALT, BAS and those for identified interventions will be used to identify impact and plan next steps</p> <p>Review and revise the use of Filemaker Pro to track and monitor pupil achievements both within and out-with school</p>	SLT All practitioners	August 2023- June 2024  Data analysis (Termly)	<a href="#">Assessment in the BGE</a>  <a href="#">BGE School Dashboard</a>	ERC Tracking Database, SEEMiS  Quality Assurance – record of tracking meetings  ACEL data  Quality assurance including tracking meetings  Practitioner feedback  Cluster feedback and self-evaluation
	Approaches to assessment as part of planning for learning and teaching are embedded across the school	<p>Revise and update the school’s Assessment Policy to reflect the current policy landscape</p> <p>Engage in cluster moderation within writing in order to improve standards and support and challenge professional judgements</p>				
Literacy and English	Address gaps, improve skills and raise attainment in Literacy to ensure progression for all learners	<p>Embed whole-class approach to teaching reading and writing with a focus on oral language development through Daily Literacy Learning (DLL) across P1-3</p> <p>Develop aspects of the DLL approach across P4-7 with a focus on developing vocabulary</p> <p>Engage in the work of the Cluster Standing Committee to develop consistency in reading approaches and practice</p>	J Grosart All Practitioners Cluster Representative (L Miller) Cluster Colleagues St Luke’s English Department	August 2022- June 2024	ERC Tracking Tool  Daily Literacy Learning (DLL) resources, PM	Data analysis over time – linked to both interventions and attainment eg. ST, SNSA + TRAIL, BAS etc.)  Cluster self-evaluation  Evidence of pupil work

	<p>Build and sustain a reading culture across the school, particularly with targeted groups, including disengaged readers</p>	<p>Revisit and improve the school library system to encourage learners to read a variety of texts by different authors and identify features of texts</p> <ul style="list-style-type: none"> <li>▪ Establish a parents/carers library committee, working alongside the pupil library committee</li> <li>▪ Introduction of learner 'trained' librarians and implement an electronic library system</li> <li>▪ Whole school timetable for learners to visit the school library</li> </ul> <p>Incorporate 'Everyone Reading in Class' (ERIC) time into daily routines across the whole school</p> <p>Explore ideas such as Reading Spine to support learners to enjoy texts and engage at a deeper level</p> <p>Plan opportunities to share learning and teaching with parents/carers and to support learning at home e.g. Reading Café</p>	<p>J Grosart Pupil Library Committee Parents/Carers</p>	<p>August 2023 –December 2024 (establish library)</p>	<p><a href="#">How Good is Our School Library</a></p> <p><a href="#">Pie Corbett's Reading Spine - Scholastic</a></p>	<p>Gathering of stakeholder views</p> <p>Pupil dialogue – reading for enjoyment</p> <p>Parent/carer feedback</p>
	<p>Build on the success of developments in the teaching of writing through an integrated approach, ensuring coherence and progression across all strands of literacy</p>	<p>Embed revised approaches to the teaching of writing ensuring consistency across levels through the PM/ Stephen Graham writing approach:</p> <ul style="list-style-type: none"> <li>▪ Learners are provided with opportunities to engage in quality self and peer assessment</li> <li>▪ Practitioners provide learners with effective feedback</li> <li>▪ CLPL sessions provided for staff and opportunities for ongoing moderation and dialogue</li> </ul>	<p>J Grosart All Practitioners L Miller</p> <p>PTs Literacy (advisory role)</p>	<p>August 2023- June 2024</p>	<p>ERC Tracking Tool</p> <p>Daily Literacy Learning (DLL) resources</p> <p><a href="#">HGIOS4?</a></p> <p>PM Writing</p>	<p>Data analysis over time – linked to both interventions and attainment eg. ST, SNSA + TRAIL, BAS etc.)</p> <p>Cluster self-evaluation</p> <p>Evidence of pupil work</p> <p>Quality Assurance</p>
<p><b>Numeracy and Mathematics</b></p>	<p>Revise approaches to the delivery of Numeracy and Mathematics, developing staff knowledge, skills and pedagogical approaches</p> <p>Improve learners' confidence in Numeracy and Mathematics, developing their understanding of progress by providing a range of learning experiences</p>	<p>Raise awareness of the outcomes of the ERC Numeracy and Maths Review (March 2022) and consider recommendations</p> <p>Review established whole school approaches including approaches to mental maths</p> <p>Audit practitioner attitudes and confidence to Numeracy and Mathematics and undertake relevant Numeracy and Mathematics CLPL, including:</p> <ul style="list-style-type: none"> <li>• Number Talks</li> <li>• SEAL approaches and games based learning</li> <li>• Use of concrete materials and visual approaches</li> </ul> <p>Utilise peer learning visits to share good practice and develop a consistency in standards across all levels</p>	<p>Maths Champion J Lavery All practitioners PT Numeracy (consultancy)</p>	<p>August 2023- June 2024</p>	<p>Numeracy Blueprints</p> <p>Staffing – St Luke's</p> <p>SEAL Approaches</p> <p><a href="https://glowscotland.sharepoint.com/sites/mathsplc/SitePages/CPA%20sessions.asp">https://glowscotland.sharepoint.com/sites/mathsplc/SitePages/CPA%20sessions.asp</a></p>	<p>Quality assurance processes</p> <p>Teaching staff feedback and self-evaluation</p> <p>Parent/Carer feedback</p>

	<p>Raise attainment particularly with targeted groups and ensuring progression for all</p>	<p>Interrogate assessment data including newly introduced MALT assessments to:</p> <ul style="list-style-type: none"> <li>• identify learners not on track</li> <li>• inform next steps in learning and teaching</li> </ul> <p>Review impact of support from Mr Berry from St Luke's and adapt as appropriate ensuring evidence-based approach. More robust planning and evaluation of impact</p> <p>Review materials within, and impact of, 5-minute-box for identified learners</p> <p>Prioritise Numeracy for parent/carer curricular workshops – introduce 'teach how to teach' sessions</p>	<p>Maths Champion J Lavery All practitioners P. Berry PT Numeracy (consultancy)</p>	<p>August 2023- June 2024</p>	<p>5-Minute-Box  MALT Assessments  Staffing – St Luke's</p>	<p>Winter Assessment/MALT data Also: lowest 20%, gender gaps, more able learners</p> <p>Quality Assurance</p> <p>Parent/Carer feedback</p>
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Successes and Achievements						
How good are we at improving outcomes for all our learners?						
HGIOS4? Quality Indicators			National Improvement Framework Drivers			
3.1 Ensuring wellbeing, equality and inclusion			Parental Engagement, Assessment of children's progress, Teacher professionalism			
3.2 Raising attainment and achievement			National Improvement Framework Priorities			
3.3 Increasing Creativity and Employability			Improvement in employability skills and sustained, positive school-leaver destinations for all young people			
Priority	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/Evaluating
<b>Catholic Ethos</b>	<p>Integrate This is Our Faith Theme: 'Pilgrims of Faith' across all aspects of school improvement and self-evaluation to nurture the faith life of our school and in preparation for the Jubilee Year of 2025</p> <p>Embed the school's commitment to the spiritual formation of the community, through the shared experience of prayer and liturgy, and in partnership with St. John's Parish</p>	<p>Undertake self-evaluation of This is our Faith: 'Communion, Participation, Mission' to identify features of highly effective practice and next steps to renew our build on our Catholic ethos and values</p> <p>Devise a school calendar of prayer and worship and link to the Church's Liturgical calendar to nurture the faith life of the school, including Catholic Education Week</p> <p>Share and extend good practice in Home-School-Parish partnerships within the theme 'Pilgrims of Faith'</p>	<p>All Practitioners, Learners Parents/Carers Parish Community RERC Coordinator</p>	<p>August 2023 – June 2024</p> <p>August 2023 – June 2024</p>	<p><a href="#">Developing in Faith</a></p> <p>SCES Supporting Materials</p> <p><a href="#">SCES Liturgical Calendar</a></p>	<p>Celebration calendar</p> <p>Paisley Diocese CLPL calendar</p> <p>End of year SCES evaluation</p>
<b>Digital Technology</b>	<p>Improve teachers' and children's confidence and skills in digital technology</p>	<p>Provide CLPL to improve teachers' digital skills and confidence in using digital technology within learning and teaching experiences</p> <p>Provide high quality digital learning experiences for children across the curriculum, ensuring depth and progression across, early, first and second CfE levels</p> <p>Identified children to be trained as digital leaders to support the school community in using digital technology to enhance learning experiences across the curriculum</p>	<p>Digital Leader (L Webster) NCCT teacher</p>	<p>August 2023 – June 2024</p>	<p>ERC Digital Learning strategy</p> <p>Digital Learning resources and programmes</p>	<p>Quality Assurance</p> <p>Pupil dialogue</p>
<b>Learning for Sustainability</b>	<p>All practitioners have a strong vision for LfS and its relevance to learners</p>	<p>Audit LfS practice using Education Scotland self-evaluation and improvement framework to ensure all learners receive their entitlement to LfS</p> <p>Renew Green Flag Eco School Award</p> <p>Primary 7 pupils to participate in John Muir Discovery Award</p>	<p>SLT Cluster Representative All Practitioners</p>	<p>Aug 2023 – June 2024</p>	<p><a href="#">Learning for Sustainability</a></p> <p><a href="#">Scotgov Outdoor Education</a></p> <p><a href="#">Laudato Si Schools</a></p>	<p>Quality assurance</p> <p>Pupil dialogue</p> <p>Staff feedback</p> <p>Parent/carer feedback</p>

		Engage in the work of the Cluster Standing Committee to develop consistency in approaches and practice  Create and implement Laudato Si action plan				
<b>Family Centre Approaches</b>	Increase parental engagement in children's learning and in the life of the school to improve outcomes for learners	Revisit Family Centred Approaches (FCA) evaluation framework to audit/reflect on existing practice  Participate in self-evaluation and engage with cluster colleagues to work towards gold level accreditation	SLT Practitioners Learners Parents/carers	Aug 2023 – June 2024	Family Centre Approaches Framework  <a href="#">Education Scotland Parental Involvement and Engagement</a>  <a href="#">HGIOS4?</a>  <a href="#">Connect</a>	Self-evaluation  Staff feedback  Pupil participation  Parent/carer consultation

## Pupil Equity Fund – Action Plan

Interventions				
Intervention 1 – Attendance				
<p><b>Rationale:</b></p> <p>We continue to monitor attendance on a 4 weekly basis. Data from 2022 highlights the need to address attendance levels for identified cohorts of learners. Expected levels of attendance remains at 95.2%. In 2022, children entitled to FME – 89.2%, below expected levels. Children living in quintile 1 – 90.8%, quintile 2 and 3 93.7%. It is important that attendance levels increase to ensure identified children attend school in order to support their wellbeing leading to positive gains in terms of attainment.</p> <p><b>Impact and Outcome:</b></p> <ul style="list-style-type: none"> <li>Improved attendance for targeted individuals</li> </ul>				
Smart Target	Action	Timescale	Resourcing and budgeting	Monitoring and Evaluation
<p>By April 2024 attendance for identified learners will have increased from 89.2% to 93%</p> <p>Reduce percentage of learners (9%) in exceptionally low attendance band (&lt;85)</p> <p>Reduce percentage of learners (11.5%) in low attendance band (&gt;85)</p>	<ul style="list-style-type: none"> <li>Revise and implement approaches to support identified children attend school and avoid late coming</li> <li>Individual action plans created detailing supports provided for identified learners e.g. alarm call, morning pack, early entry</li> <li>Attend West Partnership Attendance and Engagement in Schools Programme</li> <li>Utilise the Forth Valley and West Lothian Regional Improve Collaborative to tackle attendance</li> <li>Work with cluster schools to pilot an Attendance Council</li> <li>Collaborate with Family First as early intervention to support non-engaging families</li> </ul>	<p>Aug 23-April 24</p>	<p>Laura Webster (PEF PT)</p> <p>£10,500</p> <p>Shona Stevenson (Family First)</p>	<p>Attendance monitoring 4 weekly</p> <p>Attendance council beginning Nov 23</p> <p>Pastoral catch up weekly –SLT meetings</p> <p>SEEMIS Attendance Data</p> <p><a href="https://www.thinglink.com/card/1623658654429347842">https://www.thinglink.com/card/1623658654429347842</a></p>

Interventions				
Intervention 2 – Social and Emotional Wellbeing				
<p><b>Rationale:</b></p> <p>Following the impact of Covid we recognised the need for specific health and wellbeing support to be developed across the whole school, targeting identified cohorts of learners. Parent, pupil and teacher views have informed practice. Wellbeing groups to support managing anxiety, resilience, self-esteem and emotional regulation have been created. Social skills groups focusing on friendships and managing relationships using a games based approach have complemented the wellbeing programme. Individual pupil needs have been identified and a tailored approach focusing on specific needs has resulted in a bespoke programme of one to one sessions. A combination of one to one support and transferability of skills into the classroom setting has also been beneficial for identified learners.</p> <p>The most recent consultation with key groups has resulted in 82 children being supported in the first 8 week programme for this session, 32 of these pupils are eligible for FME which equates to 52% of the total number of FME pupils.</p> <p>This is the 3<sup>rd</sup> year of our 3 year development cycle of the delivery of health and wellbeing interventions. Staff capacity has been developed with the PEF PT leading interventions while working alongside the new health and wellbeing teacher for this session. We plan to review the tools used to measure impact (e.g. GL assessments) and develop nurturing approaches in one to one sessions utilising Boxall profiles.</p> <p><b>Impact and Outcome:</b></p> <ul style="list-style-type: none"> <li>• Improved social and emotional wellbeing for identified cohorts of learners</li> <li>• Embed practice within the area of health and wellbeing with a particular focus on need based support informed by research</li> </ul>				
Smart Target	Action	Timescale	Resourcing and budgeting	Monitoring and Evaluation
<p>By Dec 2023, April and June 2024 identified learners will have increased their emotional literacy score</p> <p>By Dec 2023, April and June 2024 identified learners will have increased their social and communication skills</p>	<ul style="list-style-type: none"> <li>• Small group and one to one approaches to continue, areas of support identified according to needs arising</li> <li>• Complete baseline and interim assessments for all identified learners attending clubs (pre and post measure questionnaires)</li> <li>• Explore other baseline assessments to develop HWB data (GL assessments – Emotional Literacy, Measures of Children’s Mental Health and Wellbeing)</li> <li>• Develop nurturing approaches for identified cohorts of children using Boxall profiles to measure impact</li> <li>• Utilise the newly created equity plans to track interventions, action planning and evaluation</li> </ul>	Aug 23- June 24	<p>Laura Webster (PEF PT)</p> <p>£10500</p> <p>PEF Teacher (£57000)</p> <p>Yvonne Hutchison (Educational Psychologist)</p>	<p>HWB Questionnaires - Pupil Voice</p> <p>Pre/Post Assessments</p> <p>Teacher feedback</p> <p>Boxall Profiles</p>

<p>By June 2024 identified children will have achieved individualised smart targets through one to one support</p>				<p>Parent/carer questionnaires and feedback</p> <p>GL Assessments</p> <p>Pupil Equity Plans</p>
<p>By June 2024 all teachers will have participated in HWB CLPL opportunities</p> <p>By June 2024 all teachers will have developed their approaches to HWB in the classroom (Professional Enquiry and Quality Assurance)</p>	<ul style="list-style-type: none"> <li>● Team teaching opportunities developed to build capacity with a particular focus on Primary 6 and 7 then further stages if possible</li> <li>● Develop further opportunities to facilitate peer learning visits to the wellbeing room to build capacity</li> <li>● Develop approaches to playful pedagogy to support targeted children to engage in purposeful play</li> <li>● Incorporate aspects of Mentally Healthy Schools into HWB curriculum providing opportunities for staff to share experience</li> <li>● Following consultation, a bespoke programme of CLPL to be created to address identified needs. Suggested focus (based on evaluation of previous practice): <ul style="list-style-type: none"> <li>● Further input on COSCA: Working with Children &amp; Young People: A Counselling Skills Approach, accessed through the Educational Psychology team</li> <li>● Trauma informed practice</li> <li>● Liaise with partners e.g. InCahootz drama club and Culture Junction to support delivery of wellbeing curriculum</li> <li>● Provide parent workshops according to areas of need</li> </ul> </li> </ul>	<p>Aug 23 – June 24</p>	<p>Laura Webster (PEF PT)</p> <p>£11500</p> <p>PEF Teacher (£57000)</p> <p>Yvonne Hutchison (Educational Psychologist)</p> <p>Parent Council</p> <p><a href="#">COSCA: Working with Children and Young People: A Counselling Skills Approach</a></p> <p><a href="#">Mentally Healthy Schools</a></p> <p><a href="#">Kitbag Resource</a></p>	<p>Staff questionnaires and feedback</p> <p>Parent/carer questionnaires and feedback</p> <p>Regular self-evaluation in dialogue with Yvonne Hutchison (Educational Psychologist)</p> <p>Circle Framework - The Inclusive Classroom</p> <p>Quality Assurance</p>

## Interventions

### Intervention 3– Improved Attainment in literacy and numeracy

#### Rationale:

We aim to improve attainment in literacy and numeracy across the school, targeting identified cohorts of children through a variety of interventions.

Our current data illustrates that targeted interventions are required to support the overall attainment of our children in key equity groups as illustrated below:

Lowest 20%	FME	SIMD 1-3
Reading	33%	37%
Numeracy and Mathematics	34%	41%
Learners not achieving expected CfE level		
Reading	20%	22%
Writing	22%	22%
Numeracy and Mathematics	22%	25%

In the past two years, Literacy Interventions implemented have had a positive impact on groups of learners. TRAIL (Together Raising Attainment in Literacy), TBR (Together Better Readers) and Reading Recovery will continue this session with a specific focus on FME and SIMD 1-3 groups of learners.

Numeracy and Mathematics is a focus of the School Improvement Plan for session 2023-24. Utilising the expertise of staff, targeted interventions will be developed to support FME and SIMD 1-3 groups of learners. Baseline data will be gathered and reviewed prior to and at the end of the interventions to measure impact and identify next steps.

#### Impact and Outcome:

- Improved attainment in reading for identified pupils participating in targeted literacy interventions
- Improved attainment in writing for identified pupils
- Improved attainment and confidence numeracy for identified pupils participating in targeted interventions

Smart Target	Action	Timescale	Resourcing and budgeting	Monitoring and Evaluation
<p>By May 2024, identified learners will demonstrate progress in reading skills</p> <p>Reading Recovery (8 children) will have increased their reading age by at least one year</p> <p><i>10 week review</i></p> <p>Following 10 week intervention (TRAiL) children will be reading at the appropriate reading age or above</p>	<ul style="list-style-type: none"> <li>● Reading recovery programme delivered to 2 groups of identified cohorts of learners</li> <li>● TRAiL and TBR delivered twice weekly to embed effective practice and focus on the explicit teaching of vocabulary</li> <li>● Chatterbox programme delivered by PSAs twice weekly to improve talking about texts</li> <li>● Reintroduction of 'Read and Relax' sessions for parents/carers</li> <li>● Parent/carer workshops supporting parents to encourage reading at home (targeted families)</li> </ul>	<p>Sept 23-April 24</p>	<p>Laura Webster (PEF PT) £11500</p> <p>Lisa Miller Reading Recovery</p> <p>SfL Teacher</p> <p>PSAs</p>	<p>Reading Records</p> <p>Single Word Spelling Test (SWST)</p> <p>Benchmark Assessment System (BAS)</p> <p>Pupil Dialogues</p> <p>Parent/carer feedback and questionnaires</p> <p>SNSA Reading Data</p>
<p>By June 2024, identified learners will demonstrate progress in writing skills</p> <p>Post assessment measures will show an increase of 2 points for structure, grammar and core targets</p>	<ul style="list-style-type: none"> <li>● Continue to develop whole school curriculum development on writing (PM writing)</li> <li>● Peer learning visits with a focus on writing to support developments</li> <li>● Team teaching in identified classes to enhance provision</li> <li>● Support for Learning in identified classes with a focus on writing</li> <li>● Collegiate curriculum development opportunities developed in school and within the cluster and neighbourhood</li> </ul>	<p>Oct 23-April 24</p>	<p>Laura Webster (PEF PT) £11500</p> <p>Lisa Miller Reading Recovery</p> <p>SfL Teacher</p> <p>PSAs</p>	<p>Single Word Spelling Test (SWST)</p> <p>Cold Writing assessments</p> <p>Pupil Dialogues</p> <p>Parent/carer feedback and questionnaires</p>

				SNSA Writing Data
By June 2024, learners will have increased their maths age by a6 months or more	<ul style="list-style-type: none"> <li>● SfL teacher to provide small group support for targeted learners not on track in Primary 1 and 2 using the SEAL approach (Stages of Early Arithmetical Learning)</li> <li>● SfL teacher to provide small group support for targeted learners not on track in Primary 3 and 4. Using the MALT as a pre assessment areas identified include addition, subtraction and multiplication. Use of concrete materials will be used to build a stronger sense of number</li> <li>● Numeracy and Maths (ERC) teacher to provide small group support for targeted learners in Primary 5-6 focussing on number sense and number processes. MALT assessment used to create pre-assessment and areas identified include 2 digit addition with carrying, 2 digit subtraction with exchanging and multiplication tables and fractions</li> <li>● St Luke's PEF PT to deliver teaching sessions (initially Primary 6 and moving to P5 and then P7) to demonstrate effective approaches to arithmetic learning and developing numeracy skills. Ensuring robust planning and evaluation of impact</li> <li>● Plan opportunities for identified children to engage with the Five Minute Numeracy Box to improve basic concepts of numeracy before moving to abstract concepts</li> <li>● Provide CLPL for staff on Number Talks and develop direct team teaching on how to implement</li> <li>● Parent workshops developing parent/carer capacity to support numeracy and mathematics at home (targeted families)</li> </ul>	Sept 23-April 24	<p>Laura Webster (PEF PT) £11500</p> <p>Jennifer Lavery (Acting DHT)</p> <p>Holly Breslin Strain SfL Teacher</p> <p>Siobhan Coates (ERC PT Numeracy and Maths)</p> <p>Laura Wujic (Numeracy and Maths ERC)</p>	<p>MALT assessments</p> <p>SNSA data</p> <p>Standardised Test data</p> <p>Pupil Dialogues</p> <p>Parent/carer feedback and questionnaires</p>