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| ***Pathhead Primary School and Nursery***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)**   * Can also include number of classes * Can also include ELC sessions offered * May include specific cohorts relevant to your context eg Care experiences, EAL etc | School role – 260 in school  11 classes – 1 class additional due to Scottish Government Funding  Nursery role – 59  Two Year Old’s – 15  ELC Sessions – 9-3 term time | | | | | | | **FME** | 48.3% (260 school role) | | | | | | | **SIMD Profile for establishment** | Overall SIMD Profile - 2.3 (260 children)  Breakdown in number of children:  SIMD 1 – 84  SIMD 2 – 64  SIMD 3 – 97  SIMD 4 – 5  SIMD 5 – 4  SIMD 6 – 1  SIMD 7 – 2  SIMD 8 – 0  SIMD 9 – 2  SIMD 10 – 1 | | | | | | | **Attendance (%)** | **Overall** | **85%** | **Authorised** | **6%** | **Unauthorised** | **9%** | | **Exclusion (%)** | 9.2 days | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £187,452 PEF | | | | | | | **Cost of the school day statement** | In Pathhead Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.  In terms of uniform, we have a uniform stock in school which we provide free to anyone in need. We also upcycle used uniform and coats which are available throughout the year, at Parent’s Evenings and open events throughout the school year. This is normal practise for all our families and children also ask throughout the year for themselves. We provide clothes, bags, sleeping bags etc. for school camp via The Big Hoose Project and use school funds as necessary to purchase shoes, coats, trainers, and essentials.  In terms of travel and school trips, we subsidise all trips and residentials. We seek support from the local community and businesses to help with costs – most recently a strong partnership with the local Pizza Hut who donated all pizzas for camp, child of the term and P7 party. All children are included on class trips, and no one is left out due to inability to pay. We subsidise a few school camp places and seek support form partner organisations to help with costs related to these.  In terms of learning and clubs, we run several after and before school clubs for all age groups. These are funded by Active Schools and PEF funds and are open to all as appropriate to age groupings. These tend to be sport related and we would like to broaden this more to other areas next session. A few teachers have organised lunch time clubs focussed on reading, games and chess. We never sell tickets for shows or family events but are always well supported by our families at the Christmas Fayre and small fundraising events throughout the year. Attendance at these events is always high.  In terms of eating and community, we have a whole school Breakfast Club funded by Greggs and Fife Council. The whole school have toast every day and we support a number of children in the morning who require childcare for access to work. We also have a school based foodbank which is constantly topped up by The Big Hoose, fundraising days, staff and their families contributions as well as donations to the school from Fair Share via Bookers and Asda.  We have worked exceptionally hard to ensure there is no stigma attached to all the supports in place for cost of the school day and because it is universally accessed by the majority of our children, families and staff, there is a confidence in accessing the above. We will continue to look for ways to help with the cost of the school day and ensure costs are reasonable. | | | | | |   Pathhead Primary School is a medium sized school in the centre of Kirkcaldy in an area comprising of Smeaton, Gallatown and Overton Mains. We have 11 classes in school and a large nursery with 59 children and 15 two-year-old places. Almost all of our children live in SIMD 1,2 and 3 with a small number of children who are care experienced living outside catchment. The increased cost of living and poverty related challenge in the Pathhead Area is significant and many of our families regularly rely on our in school based flood bank supported by The Big Hoose and fundraising events as well as weekly collections from Asda and Bookers as part of the Fairshare Programme . Many of our families also regularly access Kid’s Tea at Gallatown Gardens and support from The Cottage, Nourish, The Yard, Hive, Family Support Service and Social Work.  We previously have had a Social Work Hub in Pathhead Primary which is attended by around 15 families on a weekly basis however funding has been reduced for this and it is now on a fortnightly basis, with school-based Family Support Workers supporting families on a needs basis with a focus on attendance and emotional wellbeing. This important provision is also run during holidays at Gallatown Gardens and is an essential service for many of our families. The school is fortunate enough to have 2 very experienced family workers who support a significant number of our families and children in school on a regular basis. We have 2 full time DHTs as well as a 0.7 DHT and a class committed PT, who is released 1 day per week. The majority of staff have been at the school for a significant period of time and are very invested in making the school the best place to learn and grow. Our Family Workers support our children and families in many different ways including attendance, signposting and support, attainment, settling to learn, Seasons for Growth etc. Together, we want to make Pathhead a safe, welcoming, happy place to belong and grow for all of our children, families, staff and partners.  Challenges in terms of trauma and self-regulation can be significant and we have a high level of PSA support funded from cluster hours and additional funding via PEF. The aftermath of covid closures and school lockdowns continues to have significant impact on attendance and achievement at Pathhead but teachers have a clear raising attainment plan and we know as a nursery and school where our priorities lie.  We refreshed our Vision, Values and Aims at Pathhead Primary School and Nursery in 2021-22 and school and nursery staff work together to ensure that these are embedded in the life and work of the school.  We now need to refresh our Curriculum Rationale focussing on the four capacities and what makes Pathhead unique. Our overarching aim is for our learners to develop within the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  This will enable them to contribute to a modern Scotland as young people and adults.   Successes are celebrated in class as well as at assemblies.  Success is also shared in weekly newsletter throughout the school which need to be more clearly linked to the four capacities. .  **Vision**  Pathhead is a safe place for everyone to learn, grow and belong.  **Values**  Hardworking, Respected, Kind  **School and Nursery Aims**  At Pathhead Primary School we will work in partnership with all stakeholders to inspire;  · Successful Learners who strive to work hard and try their best to achieve  · Confident Individuals who believe in themselves and their abilities  · Responsible Citizens who show respect and acceptance for all in our school and community  · Effective Contributors who work together to make our school the best it can be  At Pathhead Nursery we will work in partnership with all stakeholders to inspire;  · Successful Learners who are curious and excited to learn  · Confident Individuals who are independent and explore new experiences  · Responsible Citizens who are learning to show respect & kindness for our nursery  . Effective Contributors who have opportunities to make decisions about our nursery |

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| **Improvement Priority Session 2023 – 2024** | | | | | | | |
| **Priority 1 –**  **To improve attainment in Reading and Writing through the use of consistent explicit teaching and asessment and through parental engagement** | | | | | | | |
| Directorate Improvement Plan (delete as necessary)  Equality & Equity  Achievement  Positive Destinations  Attendance & Engagement | | | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | X | | Partially  achieved |  | Continued into next session |  | |
| **Progress:**   * All staff participated in Read, Write, Inc training in August 2023. This was supported throughout the session by Programme Coach (Claire) with class visits and feedback, collegiate sessions and continued staff training throughout the session in both R, W, I and Fresh Start Programme. * Assessments were carried out termly with staff development time taken to focus on new groups and expectations of each level. Progress was shared and impact shared. * To ensure all teaching staff had a good understanding of the children’s attainment and next steps, an intervention and attainment table clearly detailing progress was created and shared termly. * All staff are accessing online learning platform with professional learning, lesson examples, materials and resources on a regular basis. * The majority of teaching staff have participated in peer observations focussing on R, W, I. or PM Writing * HT carried out classroom visits to all classes to ensure consistency of approach in term 2. * All teaching staff participated in PM Writing training in November. Each teacher was tasked to trial in their class.  This was then shared and moderated at collegiate time * All teaching staff trialled new local authority assessment formats for both teacher assessment and peer/self-assessment. * All teaching staff collaborated to create an assessment calendar to support teachers with gathering assessment evidence. * Collegiate times focused on learning, training, evaluating and supporting staff with new learning in both PM Writing and RWI * One teacher and a DHT attended several training sessions with Stephen Graham focussing on effective teaching in writing and shared practice over several collegiate sessions. * 2 teachers led collegiate sessions from the perspective on a learner during a writing session and supported staff will implementation at their stage | | | | | | | |
| **Impact:**   * Professional dialogue, planning and tracking meetings and feedback suggests that majority of teachers are using the literacy benchmarks more effectively. This means that children’s attainment levels are more accurate and reflect children’s learning and progress. * LP observations reports that almost all practitioners confidently gave details the progress children are making in their reading skills and could see the impact this methodology was having on all aspects of reading development. * During pupil voice groups, most children report that they find the use of R,W,I extremely helpful, as this supports them to learn sounds, blend, decode and fill in gaps in learning that needed to be addressed. * Moderation activities in writing (at each stage of the moderation cycle) were a success. Staff reported that this collaboration supported them to ensure that children will gain rich learning experiences that meet their needs. * Feedback from families shows that almost all families feel their child is appropriately challenged in literacy and have made progress with their reading. * From self-evaluation feedback all teaching staff report feeling confident or mostly confident with their learning, teaching and assessment approaches to writing. This ensures children receive high quality writing experiences. * From self-evaluation and planning and tracking meetings all staff report that they use the benchmarks more consistently to support their professional judgements ensuring that children are reported at the correct levels to ensure effective progression in their literacy learning. * From self-evaluation, questionnaire and planning and tracking meetings most teachers report that they participate in moderation activities with their stage partner to ensure consistency across the moderation cycle. * From observations, planning and tracking meetings and self-evaluation the majority of teachers report that children have opportunities to write across the curriculum ensuring children can apply their learning in different contexts. A more consistent approach would support children’s attainment. * From observations, planning and tracking meetings and self-evaluations the majority of teachers have the supports in place to meet all learners’ needs. A more consistent approach would support children’s attainment. * From jotter monitoring and self-evaluations, the majority of children are expected to write an extended piece of writing at least once a week. A more consistent approach would support children’s progression and attainment. | | | | | | | |
| **Next Steps:**   * Develop Assessment and moderation activities across all organisers of literacy (all aspects of moderation cycle) * Ensure there are opportunities for personalisation and choice in writing across the school (LP Feedback) as well as across the broad general education. * Ensure consistent approach throughout the school in terms of family engagement and reading experiences at home * Outdoor learning specific to literacy and library visits to be undertaken in local area * Continue to develop enjoyment of reading and writing across the school and share this with home learning experiences (feedback from families) | | | | | | | |
| **Priority 2 –**  **To improve attainment in Numeracy, particularly in mental recall, focussing on effective pedagogy, transference of skills across the Numeracy and Maths Curriculum and through parental engagement.** | | | | | | | |
| Directorate Improvement Plan (delete as necessary)  Equality & Equity  Achievement  Positive Destinations  Attendance & Engagement | | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Has this priority been:  (please highlight) | Fully  Achieved |  | Partially  achieved | X | Continued into next session |   Progress:   * In terms 3 and 4 – whole school Quality Improvement approach to improving outcomes in a shared aspect of numeracy. * Worked alongside Professional Learning Team to identify one or two key outcomes on which to focus. Staff focussed on the four operations of addition, subtraction, division and multiplication and then further narrowed this down into specific manageable targets * Each day, staff worked on this area of numeracy for 10-15 minutes. * Regular assessments and data collection informed progress – when target met, teachers and children worked on next identified target. * Principal teacher and P6/7 teacher focussed on NSA assessments at P4 and P7 and specifically worked on the lowest scoring outcomes * Teachers took time to really understand and use records of understanding to identify gaps and areas within numeracy that were not as strong as others. * Revisited conceptual numeracy and focussed on strategies within conceptual numeracy that were supportive, challenging and accessible to all children. * Addition and subtraction activities sent home fortnightly via Seesaw with different activities to support learning and confidence building. * Quality Improvement methodology was used to focus on one record of understanding at a time and focussed on building towards meeting benchmark for numeracy. * Sumdog and Hit the Button used regularly to consolidate learning in class and at home * Time on in-service day to really focus on subtraction and addition progression through the experiences and outcomes for each Curriculum for Excellence level. * A targeted number of children received one to one numeracy tuition from PSAs using a targeted intervention and daily practise.   Impact:   * Almost all children made good progress in achieving the targets * Sumdog was successful as part of home learning with the majority of children using the programme at least once per week and many children were motivated by the competition element with the school scoring in the top ten on numerous occasions. This was shared at assembly and in class to further raise motivation and regular practise of the four operations. * The majority of staff used this opportunity to create a focussed warm up session for children which ensured records of understanding for maths and numeracy were used more frequently and in a very specific way. * In a few classes, records of understanding and planning documents were shared regularly with children and displayed on the walls. This resulted in children being very clear about their progress and next steps in the four operations. * Almost all children made progress with their mental maths recall and pace and challenge increased. * Targeted interventions led by Support for Learning Teacher and PSAs supported a few children to make progress and close the gap for basic addition and subtraction knowledge and recall.   Next Steps:   * More time to explore the four operations as a staff team with opportunities to interrogate, moderate and share data * Some staff felt that this was not always happening consistently and plan to revisit this next session with children * Staff agreed that repeated focus on the four operations was useful but struggled a little to make this relevant when working on another maths/ numeracy topic – this needs to be further explored and develop next session to ensure learning is meaningful and relevant to current learning | | | | | | | |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | **67%** | **67%** | **67%** | **64%** | | **P4** | **73%** | **70%** | **70%** | **77%** | | **P7** | **72%** | **64%** | **61%** | **67%** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | **62%** | **67%** | **74%** | **64%** | | **P4** | **53%** | **71%** | **63%** | **77%** | | **P7** | **53%** | **66%** | **61%** | **67%** |   **Evaluative statement of attainment over time.**  The majority of children are making very good progress from their prior levels of attainment in literacy and English. By the end of P1, a majority of children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, a majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, a majority of children achieve second level in reading and talking and listening.  Almost all children are making very good progress from previous levels of attainment and although the minority of children are not achieving expected levels in learning, the reduction in the attainment gap and the progress children have made in terms of value added is very good and all children have made progress.  Across Literacy and Numeracy, our school has met our stretch targets identified by the local authority, exceeding targets in almost all categories with the exception of numeracy at Primary 1. In P4 we have exceeded targets considerably and in P7 we have exceeded targets well. In Primary 1, we have a high number of children with complex and additional support needs with 4 children working on foundation milestones. This has resulted in meeting stretch target for literacy but not for numeracy. The reason for this very good progress in literacy is linked to our systematic and constant practices in literacy. All teachers have reported on the very good progress almost all children have made in their reading and literacy.  **Literacy Intervention Impact as detailed below:**  In Primary 1 almost all children have made progress in identifying initial sounds. Most children now know all the initial sounds and the majority can identify 5 or more 2 letter diagraphs. Most children can blend 3 sounds orally and can read 3 letter words accurately. Less than half of children in Primary 1 can read words including two letter diagraphs with 4 or 5 sounds.  In Primary 2 all children have made progress. Almost all can identify all initial sounds and most children can identify all consonant digraphs and at least 5 vowel diagraphs. Almost all children can blend 3 sounds orally. Most children can read words containing 3 or 4 letters. The majority of children can read more complex words including digraphs, Most children can use the known sounds to blend nonsense words accurately. A few children can read more complex text with growing fluency.  In Primary 3 all children know all or almost all initial sounds. Almost all children can orally blend 3 letter words and most can identify consonant diagraphs and the majority can identify vowel diagraphs. Most children can accurately read 3 and 4 letter words sometimes containing diagraphs[hs. Almost all children can use known sounds to blend nonsense words with several syllables. Less than half of the children can read more complex texts fluently.  In Primary 4 all the children know the initial sounds. Almost all can identify consonant diagraphs and can orally blend 3 letter words. Almost all can read 3 and 4 letter words accurately with most able to use known sounds to blend nonsense words. Most children can identify at least 6 vowel diagraphs. The majority of children can read more complex words with several syllables. The majority can read more complex texts fluently.  Across Primary 3 to 5, children have been identified for 1-1 coaching. All of these identified learners have made progress. Gaps in phonic knowledge have been filled and children have become more confident in using sound knowledge to read and write. Most P4 and P5 children have phonic knowledge embedded and are now able to develop fluency and comprehension skills at pace.  In Primary 5 almost all children can identify all initial sounds and diagraphs. Almost all can orally blend 3 letter words and read words with a minimum of 3 or 4 letters. Almost all children can use known sounds to blend nonsense words and can read words of increasing length accurately. Most children can read words with several syllables. Most children are able to read longer, more complex texts with growing fluency. The majority of children can read texts with fluency and expression at a rate of more than 82 words per minute. All lower attaining P5 children have made progress in reading accuracy and fluency.  All children in P6 and P7 were assessed for phonic knowledge. In term 1 teachers worked with small groups daily to fill any phonic gaps. An identified group worked intensely daily to increase phonic knowledge and reading accuracy using the Fresh Start Programme. A few identified children have then continued with 1-1 coaching daily ti increase confidence in applying phonics skills when decoding longer and unfamiliar words. All children have made progress in phonics knowledge, fluency and confidence.  Our attendance is currently sitting at 85%, which is 1% overall better than this time last year, and this is impacting on our attainment and consistency in learning and teaching. There has been a rigorous approach applied to attendance with daily calls, one to one intensive family support, regular review meetings and collegiate working with partner agencies. We have worked on a Quality Improvement Model of tracking and acting on attendance with our admin staff, SLT and Family Workers, who have been fully involved throughout the QI Project and feel skilled about next steps to improve this throughout school and nursery. Compared to February, March, April and May last session – we are between 2% - 4% higher than we were last year with rigorous and consistent pursuit of better attendance. Our Admin Assistant in the School Office and headteacher are working with Fife Colleagues to improve attendance at an authority level and have piloted various approached and good practice as evidenced by other local authorities and countries. Pathhead will showcase the impact of attendance interventions and our QI data as well as pupil and parent voice will be at the forefront of the attendance campaign for Fife.  Throughout this session, as a school we identified numeracy and literacy as an area for improvement due to gaps in this area due to school closure and the significant detrimental impact this is continuing to have in Pathhead and the local community. The children in P4-7 are the children who we are seeing most adversely effected by covid and the resulting engagement levels in education and we will continue to work on this next session and beyond. We need a shift in thinking in our school and wider community to instil the importance of education and the benefits to the future life chances for our children and this will be a huge focus.  The Quality Improvement Methodology work we have done in writing and in reading has impacted positively on progress but has not closed the gap enough to ensure more children are actually on track. This needs to be a continued focus for all our learners next session with a focus on P1-5 focussing on a targeted, progressive literacy model for improvement and P6 and P7 involved in reading recovery and reading fluency. This will be heavily supported but both DHTs, who are not class committed. This whole school approach will require a commitment to collegiate learning sessions from staff and consistent and committed planning from all stakeholders. This will also involve families and partners. | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | |
| * Across the school, all children and families are encouraged to identify our school and nursery values-based achievements which are then celebrated within school and also through communications home e.g. Positive Postcards, Hot Coc Friday, Seesaw, Twitter etc. * A targeted group of 12 children worked with Best of You Programme financially supported by Learning with Care to develop resilience, teamwork, leadership, and confidence. This will be further developed next session as an ongoing partnership with Mark Brown. Mark Brown has run two family programmes for Best of You Programme with 20 parents attending in total. The impact on children and families has been significant in terms of ability to manage difficult behaviours and structures and routines. * Mark Brown ‘Best of You’ has also led a staff team including the Headteacher, Teachers, an EYO and a PSA as well as our Reiki Practitioner through a programme focussing on wellbeing, coaching and resilience. This was an invitational programme where staff spent 10 hours of their own time working together to learn new skills and techniques. The resulting impact on ability to de-escalate, stop catastrophising and listen more actively in both professional and personal lives has been highlighted by almost all participants. * Our Reiki Practitioner has supported children, families and staff with trauma recovery, self-regulation and soul healing. She has been working intensively with children, families and staff to develop resilience, ability to cope with trauma and challenge as well as support mental health and wellbeing. Learning outdoors and regular visits to planned retreats has supported problem solving, teamwork, cooperation and learning in real life contexts. This has made a significant impact on the majority of staff, children and families and will continue next session at request of all stakeholders. * We have used the local outdoor environment, to offer all children daily opportunities to be outdoors and appreciate the importance of being active for good wellbeing. We have used play leaders at Gallatown Gardens in term 1 and 4 to develop learning outdoors on a regular basis and all classes, including nursery and under 3s, have taken part at various points in the session. * Local links with businesses and organisations in the area have led to meaningful experiences for some classes visiting Fife Flyers and participating in curling sessions. We have visited the newly updated Adam Smith with almost all children from P4 upwards taking part in Authors Events, Music Festivals and special screenings. * Children of the term have visited the local cinema, farms and have created their own pizzas at the local Pizza Hut whilst learning about the whole process of working and making pizza. * Almost all of out Primary 7 co-hort took part in a sponsored walk to Seafield Beach where they stopped into the local Morrisons Café for a drink and special treat. They raised funds to cover a day out to Blair Drummond Safari Park, fully funded by pupil leadership. They had some money left over to lead and organise a P7 Leaver’s Disco at the end of term with children making the decisions, budgeting and leading the entire event. * Before and After school clubs have taken place throughout the session supported by class teachers, Active Schools and volunteers. We have sustainable links with The Edge Gymnasium and a few children attend on a Free Thursday Night Class which has been a great success and sustainable partnership. This is something we plan to develop further as part of the Viewforth Cluster Action Plan with pupil leaders, staff, and volunteers next session due to the demographic of our children and the lack of engagement and affordability with after school provision. * One of our PSAs has led an after school multi sports club with over 40 children attending weekly and plans to run a different club after school every day next session funded by PEF. * Across the school staff and pupils continue to raise the profile of reading for enjoyment. This includes celebrating World Book Day and participating in stories with our local community, MSPs and the world of work. * Almost all pupils from P4 -P7 actively participate in the accelerated reader programme which allows them to further develop their reading skills. * The school recognises and celebrates a range of leadership roles and opportunities through the school including paired reading, buddy support, older children supporting in nursery and P1, Head Boy and Girl and House Captains. * As a nursery, all children and staff were invited to participate in a Down Syndrome Awareness Day, wearing odd socks to promote understanding about Down Syndrome. * Children learned even more about the UNCRC in NCCT lessons and in assembly and throughout the year, experiencing World Refugee Day, Black History Month, Remembrance Day, Mental Health Awareness Week etc. * Our Instrumentalists across the school were invited to participate in a performance to share their skills and talents. * Primary 6 pupils developed their outdoor skills through a one-night residential visit to Fordell Firs. * Primary 7 pupils further developed their outdoor and social skills, through a 3 night residential experience at Fordell Firs. * A few children in P7 worked alongside a local volunteer and parent teaching BSL to targeted groups and individuals. * Pupils were encouraged to participate in poetry and Scottish based events to mark Burn’s Day. * All pupils across the school participated in ‘Sports Day’ where they had the chance to develop a range of different skills through activity-based learning alongside our Active Schools partners and our families at Ravenscraig Park. * Or Family Workers have led Seasons for Growth sessions with a group of children and feedback from children, families and staff has been very positive. * We continue to run sessions in school every week for Adult Learning facilitated by CLD and our Family Workers. This is still fairly well attended with new families coming along and being fully involved in literacy, numeracy and digital learning. This has been a huge success in Pathhead over the years, so we need to ensure it continues to do so, as there is a huge need within our community. * All children in P6 and P7 have taken part in Rock Band Project with YMI. The focus and engagement has been far better this session with good progress made by almost every child. * Beat Box have written a school song with P6/7 which focusses on our values and our uniqueness at Pathhead Primary and Beat Box have also worked alongside P7 to create, develop and share a P7 Leavers Production with strong pupil voice and impressive confidence. * We have signed up to a community allotment in partnership with Kirkcaldy North Primary School. This is very much in its infancy and will be a huge part of outdoor learning for all children next session. It will be supported by our Family Support Workers, a steering group of staff, children and families as well as Community Education and the allotment committee.   **Miss McDonald’s Room (ASN Provision – 5 children)**  4 x P1 Pupils and 1 x P2 Pupil  In Miss McDonalds Room all 5 children are learning using the foundation milestones and are working in a small classroom provision supported by 2 PSAs and 1 Support for Learning Teacher.  The provision was originally set up in consultation with families, school staff, education psychologist and partners to ensure the safety and happiness of 5 children with exceptionally complex and diverse needs. Extensive consultation was sought with families and SLT to ensure there was a clear vision for learning and communication.  Consistent communication with families via Seesaw and daily interactions with families has ensured any issues are addressed timeously and regular feedback is taken from families and children and staff.  Planning and tracking using the foundation milestones highlights the continuum of engagement levels for all 5 children. The impact of this provision has clearly demonstrated children moving from merely experiencing encounters to applying and extending learning. This is evident for all 5 children and progress has been overwhelmingly positive.  Families have reported ‘Being like a different child coming into school. Happy, full of giggles and safe.’ When asked about differences in their child since starting in the room families shared that ‘speech has massively improved and counting is better’ as well as ‘Happier, safe, confident, calmer, independent’ and all report positive difference to communication, learning and self-regulation.  Staff in the provision have worked alongside OT, Disability Scotland, Rosslyn Special School and a range of health professionals to ensure we are getting it right for each and every individual in the classroom. Headteachers in the Learning Partnership were overwhelmingly positive and confident about getting it right for the children.  We will continue to work alongside families, staff, children, and educational psychology services to ensure we are always mindful of opportunities for inclusion and involvement. Regular consultation, review, dialogue, and reflection has enabled us to ensure we are continuing to provide an excellent experience for our children with complex needs. | | | | | | |
| **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement** | | | | | | |
| Strengths   * In all classes there were positive relationships between staff and children and in almost all classes positive relationships between children. The ethos was respectful and inclusive with skilled use of de-escalation strategies evident throughout the school. HTs commented on settledness of school. * Almost all learning environments were calm and purposeful and children were engaged in most lessons and discussion groups. * The four-part model was used consistently and ensured almost all children were engaged in their learning. Co-construction of success criteria was evident in the majority of classes. * In almost all classes there was a clear focus on learning and children could discuss and speak about learning using appropriate descriptive vocabulary with a good level of understanding of the language of learning. * Most children were engaged and motivated in their learning. Children were observed to be working as a whole class, in pairs, small groups and independently. * Most children in focus groups were able to discuss aspects of learning and felt positive about their learning experiences within the school, particularly in reading and writing. Children were confident to share the progress as well as the next steps and could discuss what impacts positively on their learning and what could be improved. * In all classes, PSA staff using focussed interventions to support learning and relationships. The impact of these interventions is clearly tracked and monitored to ensure effective use of staff resources and time. * Improvement data demonstrates clear progress through identified interventions in Literacy. Performance Improvement data collected regularly through R,W,I indicates clear impact on quality of children’s reading and writing. All staff are positive about the difference this approach is making and attainment is improving for almost all children, with some making intense progress timeously. * In Miss McDonalds Room, interventions to support children using the pre-early level milestones were clearly planned for, assessed and monitored to ensure best practice. Skilled PSA staff a, alongside SfL Teacher, were responsive to each individual needs and provision has been carefully considered in partnership with Educational Psychologist and Leadership Team, including SfL teacher. The environment was responsive and uniquely planned to meet each child’s needs and all interventions and interactions were very good. The use of indoors and outdoors was effective and well considered. Feedback from Parents was sought and overwhelmingly positive, with all parents commenting on the positive impact on their child holistically and the positive knock-on impact this was having at home. Regular review meetings ensure strong parental voice. * Nursery environment was welcoming and well resourced. Play was purposeful and engaging with useful and interesting resources to support and develop progress in learning. Almost all children were confident in their learning and used good vocabulary to share their learning journey. High quality interactions were evident from all staff with clear plans to use observations and data to further support learning. * In the under 3 provision the room was very warm and purposeful. Confident staff were able to articulate the purpose of the provision and children were really confident and independent in their learning. Floor books were used to very good effect and children’s voice was evident and impactful when discussing a trip in the local area * **I**n both nursery rooms, all staff spoke clearly about individual learning needs for the children and knew which supports were in place for all children. * All staff in the focus groups, Nursery staff and PSA staff, were articulate about supporting children’s needs and spoke with understanding, compassion and desire to make a difference to children’s lives and learning. * Children are leading learning in school and the Digital Leaders spoke confidently about their role and the support they are giving to both children and staff regularly in terms of digital learning and ICT. In the writing and R,W,I focus groups, children could discuss the impact the approaches are having on their learning and were confident to speak about the positives and the development needs.   Next Steps   * Continue to focus on consistency throughout the school for differentiation and challenge. There could be improved opportunity for children’s voice and open-ended learning. * Opportunities to spread good practice throughout the school with staff sharing and leading learning. This would ensure consistency of good learning and teaching. * Ensure the use of R,W,I and PM writing is impacting positively on outcomes for Curriculum for Excellence levels. Workshop for Literacy approach should be consistently planned and tracked with opportunity for creativity and challenge to sit alongside focussed progression and structure. * Further explore how to develop staff confidence of knowledge of progression through CfE levels for children in their classroom due to setting approach used for R,W,I. Ensure this is leading to staff confidence in reporting on wider levels for CfE and communication with families. * Continue to explore opportunities for inclusion with wider peer group, progression and creativity in Miss McDonalds Room. Opportunities for further staff training and development should be factored into in-service days and collegiate sessions (Circle Framework). * In nursery, continue to develop the use of floor books to enhance learning in both settings. * Ensure all areas in nursery are being used effectively and curiously (writing area?). Monitor and adapt areas alongside children if they aren’t being used as much as they should. Encourage children’s voice in decision making and nursery improvements. | | | | | | |
| **Consultation with Stakeholders** | | | | | | |
| * All parents/carers had the opportunity to feedback on improvement priority work through Parent Council Meetings and on Parent’s Evenings throughout the year * Questionnaires used in Miss McDonald’s room to focus on targeted provision and impact this has made for the children in this room. * various pupil focus groups were part of Learning Parentships * Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires * Pupil wise and parent wise * Parent council discussion termly | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | |
| In September IP and SQR are shared with all parents/carers through our Seesaw App and via our School Website.  This was also shared with Parent Council via email and discussed at every meeting throughout the session (6 meetings)  Weekly updates via Seesaw and Termly video newsletters shared with parents/carers progress throughout session.  Parent Council Meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes. | | | | | | |
| |  | | --- | | **PEF Evaluation/Impact** | | **Targeted Interventions**  Raise attainment in reading (Additional DHT, Additional Class, PSA Support) | | **Progress:**  Additional funding to allow us to create an extra class meaning class numbers are lower and DHTs are not class committed. Additional funding to pay for more PSA2 staff to support in class with reading and settledness to learn.  Completion of Read, Write Inc Reading Assessments termly and analysis of assessment data and results. Following this, pupils to be targeted by PSAs and DHTs in class on a weekly basis.  In all classes there will be increased time will be allocated for reading (Read, Write, Inc Programme) on a weekly basis.    Each targeted pupil will learn how to read with a PSA on a daily basis. Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies  Regular attainment meetings to identify the progress for the identified children (at least every 6 weeks).  Almost all children, families and staff have access to new, relevant and appropriate learning and teaching resources which both support the learning and teaching process whilst also ensuring increased motivation and engagement.  Collegiate sessions as part of School Improvement Plan have focussed on effective and inspirational pedagogy in the teaching and learning in reading. | | **PEF Evaluation/Impact**  In Primary 1 almost all children have made progress in identifying initial sounds. Most children now know all the initial sounds and the majority can identify 5 or more 2 letter diagraphs. Most children can blend 3 sounds orally and can read 3 letter words accurately. Less than half of children in Primary 1 can read words including two letter diagraphs with 4 or 5 sounds.  In Primary 2 all children have made progress. Almost all can identify all initial sounds and most children can identify all consonant digraphs and at least 5 vowel diagraphs. Almost all children can blend 3 sounds orally. Most children can read words containing 3 or 4 letters. The majority of children can read more complex words including digraphs, Most children can use the known sounds to blend nonsense words accurately. A few children can read more complex text with growing fluency.  In Primary 3 all children know all or almost all initial sounds. Almost all children can orally blend 3 letter words and most can identify consonant diagraphs and the majority can identify vowel diagraphs. Most children can accurately read 3 and 4 letter words sometimes containing diagraphs. Almost all children can use known sounds to blend nonsense words with several syllables. Less than half of the children can read more complex texts fluently.  In Primary 4 all the children know the initial sounds. Almost all can identify consonant diagraphs and can orally blend 3 letter words. Almost all can read 3 and 4 letter words accurately with most able to use known sounds to blend nonsense words. Most children can identify at least 6 vowel diagraphs. The majority of children can read more complex words with several syllables. The majority can read more complex texts fluently.  Across Primary 3 to 5, children have been identified for 1-1 coaching. All of these identified learners have made progress. Gaps in phonic knowledge have been filled and children have become more confident in using sound knowledge to read and write. Most P4 and P5 children have phonic knowledge embedded and are now able to develop fluency and comprehension skills at pace.  In Primary 5 almost all children can identify all initial sounds and diagraphs. Almost all can orally blend 3 letter words and read words with a minimum of 3 or 4 letters. Almost all children can use known sounds to blend nonsense words and can read words of increasing length accurately. Most children can read words with several syllables. Most children are able to read longer, more complex texts with growing fluency. The majority of children can read texts with fluency and expression at a rate of more than 82 words per minute. All lower attaining P5 children have made progress in reading accuracy and fluency.  All children in P6 and P7 were assessed for phonic knowledge. In term 1 teachers worked with small groups daily to fill any phonic gaps. An identified group worked intensely daily to increase phonic knowledge and reading accuracy using the Fresh Start Programme. A few identified children have then continued with 1-1 coaching daily ti increase confidence in applying phonics skills when decoding longer and unfamiliar words. All children have made progress in phonics knowledge, fluency and confidence. |  |  | | --- | |  | | **Targeted Interventions**  Raise attainment in numeracy (Additional Class, Additional DHT, Additional PSAs) | | **Progress:**  Professional learning to further develop understanding of key features of effective teaching of Mental Maths recall skills supported by Conceptual Numeracy – this has resulted in increased staff confidence and PT leading online planning using progression pathways.  Sumdog programme to be used consistently across P3-P7 to allow for skills practice, alongside explicit teaching opportunities – this has really supported mental maths progress for almost all children in P4-7 and has provided challenge and competition. This needs to be further developed and embedded next session.  Regular attainment meetings to identify the progress for the identified children (at least every 6 weeks). | | PEF Evaluation/ Impact  As a school, the SLT and class teachers and SfL held attainment meetings to identify any groups of children who would benefit from additional targeted support. Across the school, at all stages, pupils were targeted with planned interventions, linked specifically to Literacy, Numeracy and their Wellbeing. Within these groups staff worked closely together to ensure continuous assessment and evaluation of progress. This has led to raised attainment for specific pupils. We have targeted intervention in the following areas: number bonds, mental maths skills, number processing. |  |  | | --- | |  | | **Targeted Interventions**  Learning Outdoors - to ensure that our children were safe and positively engaged during school via outdoor learning in the community using a well-respected and valued community resource | | **Progress:**  To support the cost of Gallatown Gardens provision on a weekly basis for all of our children in school and nursery. The provision of a Play Leader facilitates quality learning outdoors and engages children who find learning in the school environment challenging.  Children at risk of community disorder are encouraged to look after their local community and use the facilities in a positive way during the school day and also for school holidays, weekend and evening events at the Gardens and Bike Hub. | | **Impact:**  Children are being supported to be responsible citizens in our school and surrounding community. There has been a fair amount of anti-social behaviour in the community and in our area this session. Although this is not always our Pathhead Children, we have been receiving reports that many of them have been involved in situations which could lead to police involvement and potential crimes. We use the resources at the YMCA and Bike Hub to support positive experiences in our community. We work very closely with staff at the hub and have a good working relationship, often jointly identifying concerns and worries about families or specific children. This has developed trust with our children and families, with many using the hub as a safe space to be in, a place to talk and a place to eat.  This session we have referred 32 children for protected places at the YMCA and due to the relationships we have with the service, the children generally do attend on their nominated days. This allows services to touch base with families and liaise with education but it also offers a sense on calm and normality for our families and children. |  |  | | --- | | **PEF Evaluation/Impact** | | **Targeted Interventions**  **Targeted children and families will receive specialised support to develop confidence, self-regulation and resilience. Children will be settled to learn in school and attendance will improve.**  To support mental health and trauma recovery we are employing a Rieke Teacher for 2.5 days per week for the entire year. She will work predominantly with children and groups of children followed by some support for families and staff | | **Progress:**  In school, our Reiki Practitioner has been working with us 4 days per week throughout term 1-3 followed by 2.5 days per week in Term 4.  **From Reiki Practitioner:**  Pathhead Trauma Informed Hygge Programme:- The main aim is to provide a calm and safe space for children, families and staff where they can feel heard and understood.  As we have previously reviewed upper school in depth, it was evident when they were my main focus that the impact was more substantial (this I feel has dropped a bit due to sessions being once a week now to cover the demand throughout the school and the importance of early intervention becoming a focus). However, I do still feel there is a drop in the level of high tariff behaviours compared to when I first started working with the children.  The goals are different for individual children and sessions are always bespoke and child led with their individual, emotional needs being the priority before being ready to set goals. However ultimately the collective goals are the children’s readiness and ability to learn. I feel fundamentally we need to support their emotional needs and their mental health and wellbeing through their feelings of connection, trust and positive relationship building before we will truly see the impact within the classroom setting for some children.  The main goals within their emotional work and which each session is striving towards is their:-  Sense of belonging  Connection and Trust  Understanding and having awareness of emotions  Positive self esteem  Emotional regulation  Supporting the transition of change  Friendships  Identity  Family dynamics both past and present  Empathy and compassion  Mindfulness techniques and strategies: - which are ongoing throughout and are adapted alongside their emotional  growth and individual needs.  The holistic therapies used in sessions are reiki teaching, children’s coaching, and counselling, art, sound, pet therapy, and nature (so many of the children and families are rarely engaged in the benefits of being outdoors in nature due to anxiety, living conditions, as well as lifestyle cycles and patterns).  Session 2023-24  Collectively over the year the children I have shared sessions with have all have experienced loss through different situations and circumstances -for some it’s been the grief of a parent or family member for others it’s been the removal from their family home and a parent as well as others whose parents have separated or are have experienced trauma and loss through other forms.  No. of children: - 30 children throughout the year were seen on a regular and consistent basis – as well as numerous children who have been seen on an ad hoc basis. Whilst I try to have this as a timetable there are occasions when crisis and mee􀆟ng individual needs are a priority. The majority of children are now naturally attuned to reiki level 1.  Sessions are a mix of individual, pairs, groups and parent and child sessions.  No. of staff:– 8 staff members regularly, with additional ad hoc sessions. (with the majority of staff highlighting if it weren’t for sessions they would be in long term absence due to mental health and stress.)  Attuned staff level 1:- 6 staff are attuned for their own self-care and wellbeing within their family and friends with the emphasis being on their self-care as well as helping them to understand the healing process and the experience of reiki and coaching has with the children and families. It creates a great ripple effect in the classroom.  Next steps will be to attune to level 2 and bring in as a practice for some staff.  No. of parents: – 6– most have been regular and consistent with additional ad hoc parent sessions when referred through the parent hub and family support workers, or SLT.  Attuned parents level 1:- we have 7 parents attuned to level 1 for self-care and wellbeing within their family and friends. | | | | | | | |

**School/Setting Name \_\_\_\_\_Pathhead Primary School\_\_\_\_\_\_\_\_\_\_\_\_**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation**  (since August 2023) |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation**  (since August 2023) |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2022-2023** | **2023-2024** |  |
| **How good is our care, play and learning?** | **5** |  |  |
| **How good is our setting?** | **5** |  |  |
| **How good is our leadership?** | **5** |  |  |
| **How good is our staff team?** | **5** |  |  |

**Headteacher** \_\_\_\_\_Jillian Mellis\_\_\_\_\_\_\_\_ ( who completed SQR)

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority 1:**  Focused Priority:   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring children receive their entitlement to a broad general education. * Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the BGE using a range of assessment evidence to inform professional judgements. * To ensure continuing improvement in attainment maintain pace and progression within literacy and numeracy with an additional specific focus on dance, drama, art and music (expressive arts) to be a focus for family involvement. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 2.2 Curriculum QI 1.2 leadership of learning  QI 2.3 Learning, Teaching and Assessment  QI 3.2 Raising attainment and achievement  QI 1.3 Leadership of Change | | | QI 2.2 Curriculum  QI 2.3 Learning, Teaching and Assessment  QI 1.3 Leadership of Change | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  **(Triangulation of Evidence/QI Methodology)** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education  All children will have carefully moderated and planned, progressive learning experiences in dance, drama, music and art  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgement to ensure children experience their entitlement to the broad general education  All staff and children will be part of the learning journey at Pathhead Primary School across the broad general education  All staff and children will have opportunity to be active participants of Pathhead Primary School’s Curriculum Rationale with displays in classroom and around the school including benchmarks and progression pathways. Children, staff and families will have opportunities to explore and evaluate these throughout session.  Through planned opportunities with families – knowledge of art, music, drama and dance will be developed, and this will ensure they can support children in their learning in the expressive arts part of the curriculum  Use Circle Document to ensure inclusivity and meeting the needs of all learners  All stakeholders can talk about improvement journey  Children and families will know that the school works alongside them to ensure children are happy, free from bullying and interested in what they are learning both in school and out with school. (Parentwise and Pupilwise Survey) | Staff collegiate sessions will engage in professional dialogue on assessment of all/ identified areas of the curriculum with focus on drama, dance, art and music  Staff will use CfE benchmarks for identified areas to engage in moderation activities linked to drama, dance, art and music  Literacy and numeracy will continue to be a key focus for achievement and will be a continued focus for collegiate sessions throughout the term  As part of collegiate sessions and in preparation for reporting, staff to become familiar with the meta-skills at the appropriate level  All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children  Attainment and forward planning meetings will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgments  Staff will develop confidence in planning for assessment  **Tracking, Monitoring and Reporting (Progress App)**:  All staff, alongside SLT, will develop their understanding of The Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual/ cohorts of children  All staff will be familiar with the reporting framework built into ‘Progress’ and this will support reporting and sharing with families throughout the session  All staff will use the reporting aspect of the framework to complete end of session reports to ensure all families have access to an annual written report informed by sound professional judgements  Focus on family learning sessions – sharing progress in literacy, numeracy and expressive arts  **Curriculum**  Our Curriculum Rationale will be developed to ensure that it is reflective of the experiences all children are experiencing across the school in relation to the broad general education (with constant focus on literacy and numeracy) and the uniqueness of Pathhead Primary School  Focus on Meta Skills using resources from Skills Development Scotland | Led by HT/ DHT  All Staff  DHT – Sarah Rollo and Caroline Melvin  PT - Daniel Dewar  All staff  Curriculum Working Groups  All SLT | | Feedback from planning and tracking meetings  Evaluations of class teachers’ confidence in learning and teaching  Class observations  Feedback and evaluations from pupil focus group about experiences  Feedback from families  Focus for LP – Curriculum rationale and expressive arts  Focus Groups – families, children, staff and stakeholders | Term 1 – Term 4  Term 1 – Term 4  Term 1  Term 2  Term 1 – Term 4  Term 1 – Term 4  Term 2 – Term 4  In-service Day – November and Term 2 + 3 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority 2:**  Focused Priority: Further develop the use of digital technology to enhance learning and teaching across the curriculum | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 2.2 Curriculum QI 1.2 leadership of learning  QI 2.3 Learning, Teaching and Assessment  QI 1.3 Leadership of Change | | | QI 2.2 Curriculum  QI 2.3 Learning, Teaching and Assessment  QI 1.3 Leadership of Change | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  **(Triangulation of Evidence/QI Methodology)** | **Timescales** |
| Children will have more opportunities to develop and use digital technology across the curriculum to enhance their learning.  All teachers will be up-skilled in the use of digital technology. This means all children will experience high quality digital learning experiences that enhance learning.  All teachers will use ‘Progress’ to record learning and achievement across the BGE – reporting to families  All teachers to effectively plan using the Fife Digital Technology progressive pathway ensuring children have a progressive, high quality learning experience  In each year group (including nursery) identified children have digital technology leadership roles and responsibilities throughout the school and ELC. This will engage and support children in their learning.  (pupil participation)  Parents will have a better understanding of how digital technology is taught and used throughout the curriculum and therefore better able to support children at home.  Children and families will be confident about support for cyber bullying and online anti-social behaviour. Staff will feel confident to support and challenge this. | Digital leads to attend SEIC digital connector sessions  Digital technology leads to deliver training throughout school year  Continue to upskill staff on digital learning and teaching strategies and approaches through team teaching sessions.  Opportunities for staff to visit other schools in cluster and/or out with cluster.  PPS ‘Code Club’ experiences to be detailed for each year group.  ‘How To’ cards distributed to all CTs on software already used as a refresher.  CTs share practice where they have provided opportunities for children to use digital skills across the curriculum  Family learning opportunities in digital learning and teaching to allow parents/carers to support their children  Continue Digital technology pupil voice group led by staff and through time Digital Leaders  Digital Leaders identified from throughout school to lead digital learning across the school.  After school club established to further consolidate digital learning that has been taught in class. | Daniel Dewar/ CTs – lead  Daniel Dewar/ CTs – lead  All staff  Daniel Dewar  All staff  Children | | Feedback from planning and tracking meetings of digital learning opportunities  Evaluations of class teachers’ confidence in learning and teaching of digital technology.  Class observations  Feedback and evaluations from pupil focus group about experiences of digital technology  Feedback from parents | Term 1 – Term 4  Term 1 – Term 4  Term 1  Term 2  Term 2 – Term 4  Term 1 – Term 4  Term 2 – Term 4 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **Pupil Equity Fund allocation for session 2024/25** | | | **£** 187, 542 | | | |
| **School Context** | | | | | | |
| Pathhead Primary School is a medium sized school in the centre of Kirkcaldy in an area comprising of Smeaton, Gallatown and Overton Mains. We have 11 classes in school and a large nursery with 59 children and 15 two-year-old places. Almost all of our children live in SIMD 1,2 and 3 with a small number of children who are care experienced living outside catchment. The increased cost of living and poverty related challenge in the Pathhead Area is significant and many of our families regularly rely on our in school based flood bank supported by The Big Hoose and fundraising events as well as weekly collections from Asda and Bookers as part of the Fairshare Programme . Many of our families also regularly access Kid’s Tea at Gallatown Gardens and support from The Cottage, Nourish, The Yard, Hive, Family Support Service and Social Work.  We previously have had a Social Work Hub in Pathhead Primary which is attended by around 15 families on a weekly basis however funding has been reduced for this and it is now on a fortnightly basis, with school-based Family Support Workers supporting families on a needs basis with a focus on attendance and emotional wellbeing. This important provision is also run during holidays at Gallatown Gardens and is an essential service for many of our families. The school is fortunate enough to have 2 very experienced family workers who support a significant number of our families and children in school on a regular basis. We have 2 full time DHTs as well as a 0.7 DHT and a class committed PT, who is released 1 day per week. The majority of staff have been at the school for a significant period of time and are very invested in making the school the best place to learn and grow. Our Family Workers support our children and families in many different ways including attendance, signposting and support, attainment, settling to learn, Seasons for Growth etc. Together, we want to make Pathhead a safe, welcoming, happy place to belong and grow for all of our children, families, staff and partners.  Challenges in terms of trauma and self-regulation can be significant and we have a high level of PSA support funded from cluster hours and additional funding via PEF. The aftermath of covid closures and school lockdowns continues to have significant impact on attendance and achievement at Pathhead but teachers have a clear raising attainment plan and we know as a nursery and school where our priorities lie.  We refreshed our Vision, Values and Aims at Pathhead Primary School and Nursery in 2021-22 and school and nursery staff work together to ensure that these are embedded in the life and work of the school.  We now need to refresh our Curriculum Rationale focussing on the four capacities and what makes Pathhead unique. Our overarching aim is for our learners to develop within the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  This will enable them to contribute to a modern Scotland as young people and adults.   Successes are celebrated in class as well as at assemblies.  Success is also shared in weekly newsletter throughout the school which need to be more clearly linked to the four capacities. . | | | | | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | | | | | |
| In Pathhead Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.  In terms of uniform, we have a uniform stock in school which we provide free to anyone in need. We also upcycle used uniform and coats which are available throughout the year, at Parent’s Evenings and open events throughout the school year. This is normal practise for all our families and children also ask throughout the year for themselves. We provide clothes, bags, sleeping bags etc. for school camp via The Big Hoose Project and use school funds as necessary to purchase shoes, coats, trainers, and essentials.  In terms of travel and school trips, we subsidise all trips and residentials. We seek support from the local community and businesses to help with costs – most recently a strong partnership with the local Pizza Hut who donated all pizzas for camp, child of the term and P7 party. All children are included on class trips, and no one is left out due to inability to pay. We subsidise a few school camp places and seek support form partner organisations to help with costs related to these.  In terms of learning and clubs, we run several after and before school clubs for all age groups. These are funded by Active Schools and PEF funds and are open to all as appropriate to age groupings. These tend to be sport related and we would like to broaden this more to other areas next session. A few teachers have organised lunch time clubs focussed on reading, games and chess. We never sell tickets for shows or family events but are always well supported by our families at the Christmas Fayre and small fundraising events throughout the year. Attendance at these events is always high.  In terms of eating and community, we have a whole school Breakfast Club funded by Greggs and Fife Council. The whole school have toast every day and we support a number of children in the morning who require childcare for access to work. We also have a school based foodbank which is constantly topped up by The Big Hoose, fundraising days, staff and their families contributions as well as donations to the school from Fair Share via Bookers and Asda.  We have worked exceptionally hard to ensure there is no stigma attached to all the supports in place for cost of the school day and because it is universally accessed by the majority of our children, families and staff, there is a confidence in accessing the above. We will continue to look for ways to help with the cost of the school day and ensure costs are reasonable. | | | | | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – learners/parents/community etc.) | | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) | | | | |
| Children and Families – focus groups and questionnaires  Pupil wise and Parent wise survey – families want to ensure children like being at school and want to know more about what they can do to help them learn at home. They want to know about school improvement priorities and want to ensure bullying dealt with properly.  Children want to have a say about what they do in school and want someone in school to know about what they like to do outside of school. They also want to be more respectfully treated by other children in school. They also want to be confident bullying will be dealt with seriously.  Parent Council – focus groups and PEF discussion | | Yes – families have voted to spend some of the PEF money to improve the playground and ensure the children have good outdoor experiences.  Families and children are committed to our Reiki Practitioner – the impact she has made to self-regulation and settledness to learn over the last 2 years has been very evident. All families and children involved in reiki have requested this service continues. | | | | |
| **Rationale** – Emotional wellbeing – attend to achieve.  Further develop approaches which are additional to universal provision and provide support for children/young people affected by poverty – the right support for the right child at the right time. | | | | **Amount of Fund allocated (if appropriate) £** 30000 | | | |
|  | | | | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | | | | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) | |
| Intervention 1  To support mental health and trauma recovery we are employing a Rieke Teacher for 2.5 days per week for the entire year. | To ensure children and families who are most traumatised by life experiences are supported and have an alternative healing therapy should they wish to participate. Care Experienced children will access this support.  Targeted children will be supported to attend school – working closely with Family Support Workers who will provide attendance support, targeted one to one support and regular monitoring and communication with SLT  To support our care experienced children who are generally our lowest attainers and support them to settle to learn and close the attainment gap.  Work with families and staff to support with trauma and stress as well as supporting our team with wellbeing options should they wish to participate.  Families will be selected and will work with family members one to one for a short intervention. | | | | Pupil engagement in core learning will improve  Attendance will improve and will be 87% by December 2024. In June 2024, attendance will be further improved to 88%  Family engagement in school life is increasingly positive and families feel confident working together in partnerships with school.  100% of our Care Experienced children will use the experience to explore their trauma and work through life stories |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale** – Learning Teaching and Assessment – Raising Attainment | | **Amount of Fund allocated (if appropriate) £** 110,000 | | |
| A range of teaching staff in school including Depute Headteachers, Principal Teachers, Probationers and Teachers to raise attainment and reduce the poverty related attainment gap.  Pupil Support Assistants will work with DHTs and Cluster Principal Teacher to identify and coach children who are in danger of increasing the poverty related attainment gap | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| To reduce the poverty related attainment gap for children in P1-4 for reading  PSA ‘coaching support’ for children in P5-7 who are significantly behind peers for reading and phonological awareness -To raise reading attainment by 10% in P5, P6 and P7 by June 2024.  Principal Teachers will lead Fife Approach to Writing by modelling, leading collegiate sessions and team teach in class and in small groups | * PEF DHT to plan, support, facilitate and gather evidence for Read, Write, Inc assessment for P1-4 * Phonics and grammar assessments will be used to identify gaps and next steps. * Pupil Support Assistant to liaise the identified children to identify and remove barriers to progress. * Parental communication for identified learners will include attendance discussions with DHT * SLT have regular review of data and attendance meetings to monitor attendance rates across the identified children and the school as a whole. * Increased time will be allocated for reading on a weekly basis. Each pupil will read age and stage appropriate books with a PSA on a daily basis. * Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies * PSA will support individuals as identified. * Baseline writing assessments to be completed with identified learners. * Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. * Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. | | * Pupil Support Assistant will identify and collate potential barriers to progress. * DHTs, PTs and Cluster PT to identify and work with individuals and groups of children on reading recovery, phonological development and close any reading gaps. * QI Approach to be developed and led by Principal Teachers * Data to be gathered termly and analysed. Identified children should be monitored |  |

**Appendix D – Pupil Equity Financial Plan Session 2024-2025 (Business manager has this template)**

[Fife PEF Planned and Actual Spend Template - Final.xlsx](https://fifecloud-my.sharepoint.com/:x:/r/personal/zoe_thomson_fife_gov_uk/Documents/QIO%20Files/PEF/PEF/Fife%20PEF%20Planned%20and%20Actual%20Spend%20Template%20-%20Final.xlsx?d=w90b51e4e52a04201a53c1e05d19a7105&csf=1&web=1&e=Ok4y5Q)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PUPIL EQUITY FUND SUMMARY** | |  |  |  |  | **Date Updated** |
| **School** | **Pathhead** |  |  |  |  | **01/05/2024** |
| **Current Year** | **2024-2025** |  |  |  |  | **2024/2025 Allocation** |
| **Allocation 24/25** | **187,425** |  |  |  |  | **£187,425.00** |
| **Carry Forward 23/24** | **-27,541** |  |  |  |  |  |
| **Total** | **159,884** |  |  |  |  |  |
|  | **Description** | **Projection from April 2024 to July 2024** | **Projections from August 2024 to March 2025** | **TOTAL Projections from April 2024 to March 2025** | **Projection from April 2025 to July 2025** | **Comments** |
| **EXPENDITURE** | |  |  |  |  |  |
| **EMPLOYEE COSTS** |  |  |  |  |  |  |
|  | **PAY COSTS** | **67,171** | **45,103** | **112,273** | **27,980** |  |
|  | SINGLE STATUS |  |  | 0 |  |  |
|  | OTHER SINGLE STATUS |  |  | 0 |  |  |
|  | PSYCHOLOGISTS |  |  | 0 |  |  |
|  | PT Teacher Top Up | 2,297 | 2,297 | 4,593 | 2,297 | Daniel Dewar 1.0fte Teacher to PT Diff for full year April 24- March 25 |
|  | TEACHERS - DHT | 30,980 | 0 | 30,980 | 0 | 1 FTE DHT from April 24 to Aug 24- Sarah Rollo then move on to DSM to cover Mat leave |
|  | TEACHERS | 9,985 | 16,642 | 26,627 | 9,985 | Susan Morrison - 0.4 FTE from Aug 24- March 25 |
|  | TEACHERS | 2,496 | 4,161 | 6,657 | 2,496 | Laura Fotheringham 0.10 FTE from April 24- March 25 |
|  | TEACHERS | 12,232 | 8,321 | 20,553 | 4,993 | Joanne Allan 0.49 FTE PEF funded from April- Aug 24 and 0.2 FTE PEF funded from Aug 24 to March 25- MT05 |
|  | TEACHERS |  |  | 0 |  |  |
|  | PROBATIONER TEACHER | 8,209 |  | 8,209 |  | Probationer 0.5 PEF funded April- Aug 24-Abbie Struthers |
|  | PROBATIONER TEACHER |  | 13,682 | 13,682 | 8,209 | Probationer for session 24-25 funded 0.5FTE from PEF Aug 24- March 25 |
|  | Supply Teachers |  |  | 0 |  |  |
|  | TEACHER TRAINING SUPPLY |  |  | 0 |  |  |
|  | TEACHER PAY AWARD 22-23 |  |  | 0 |  |  |
|  | EARLY YEARS OFFICERS | 0 |  | 0 | 0 |  |
|  | Early Years Officer in School |  |  | 0 | 0 |  |
|  | Early Years Officer in School |  |  | 0 | 0 |  |
|  | PUPIL SUPPORT COSTS |  |  | 0 |  |  |
|  | PUPIL SUPPORT COSTS | 0 | 0 | 0 | 0 | Kirsty Bell was 27.5 hrs but moved back to Cluster from Dec to cover Melissa Herron Mat leave April - Aug 24 |
|  | PUPIL SUPPORT COSTS | 972 |  | 972 | 0 | PSA2 Marusya Rusinova - hours - April to July 24 for after school clubs then move to cluster from aug 24 onwards |
|  | PUPIL SUPPORT COSTS |  |  | 0 | 0 |  |
|  | PUPIL SUPPORT COSTS |  |  | 0 |  |  |
|  | PUPIL SUPPORT COSTS |  |  | 0 | 0 |  |
|  | PUPIL SUPPORT COSTS |  |  | 0 |  |  |
|  | PUPIL SUPPORT COSTS |  |  | 0 |  |  |
|  | **NON PAY COSTS** | **0** | **0** | **0** | **0** |  |
|  | TEACHER TRAINING |  |  | 0 |  |  |
|  | TRANSPORT RELATED TRANSFERS |  |  | 0 |  |  |
|  | TRAINING COSTS-OTHERS |  |  | 0 |  |  |
| **SUPPLIES AND SERVICES** | **PREMISES RELATED EXPENDITURE** | **0** | **0** | **0** | **0** |  |
|  | REPAIRS ALTERATIONS & MAINT OF BUILDINGS |  |  | 0 |  |  |
|  | FIXTURES & FITTINGS |  |  | 0 |  |  |
|  | **TRANSPORT RELATED EXPENDITURE** | **0** | **0** | **0** | **0** |  |
|  | STAFF TRAVELLING EXPENSES |  |  | 0 |  |  |
|  | TRANSPORT RELATED SERVICES |  |  | 0 |  |  |
|  | **SUPPLIES & SERVICES** | **4,686** | **0** | **4,686** | **0** |  |
|  | OTHER - GL Assessment etc |  |  | 0 |  |  |
|  | EQUIPMENT, FURNITURE & MATERIALS |  |  | 0 |  |  |
|  | PURCHASE OF EQUIPMENT |  |  | 0 |  |  |
|  | CLASSROOM RESOURCES |  |  | 0 |  |  |
|  | HIRE LEASE OF PLANT |  |  | 0 | 0 |  |
|  | UNIFORMS AND CLOTHING |  |  | 0 |  |  |
|  | POSTAGES/ PRINITING |  |  | 0 |  |  |
|  | STATIONERY COSTS |  |  | 0 |  |  |
|  | IT HARDWARE |  |  | 0 | 0 |  |
|  | IT SOFTWARE |  |  | 0 | 0 |  |
|  | CATERING PROVISION |  |  | 0 |  |  |
|  | EVENT COST |  |  | 0 |  |  |
|  | PUBLICATIONS/SUBSCRIPTIONS |  |  | 0 |  |  |
|  | MISCELLANEOUS EXPENSES |  |  | 0 | 0.00 |  |
|  | ACTIVE SCHOOLS COACH |  |  | 0 |  |  |
|  | PAYMENTS TO VOLUNTARY AGENCIES |  |  | 0 |  |  |
|  | INTERNAL RECHARGES | 4,686 |  | 4,686 | 0 | 2.5% unity charge PEF |
|  | **THIRD PARTY PAYMENTS** | **9,375** | **15,624** | **24,999** | **0** |  |
|  | Family Worker |  |  | 0 |  |  |
|  | Professional Fees | **9,375** | **15,624** | 24,999 |  | Reiki Teacher £25,000 - TBC |
|  | Other Services (Subjective 640707) | **0** |  |  |  |  |
|  | First Chances |  | 0 | 0 |  |  |
|  | Gingerbread |  |  | 0 |  |  |
|  | **SUPPORT SERVICES CHARGES** | **0** | **0** | **0** | **0** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **OVERALL COSTS** | **81,232** | **60,727** | **141,958** | **27,980** |  |
|  |  |  |  |  |  |  |
|  | **BALANCE INC C/F** | **78,652** | **17,926** | **17,926** |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |