

National Improvement Framework Priority: Literacy and Numeracy

Focused Priority: Differentiation

By June 2025, almost all pupils within an identified group will be appropriately supported through an individualised curriculum, which is well planned, differentiated and assessed. Using QI methodology.

HGIOS4 Quality Indicators

HGIOELC Quality Indicators

- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 3.2 Raising attainment and Achievement

- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 3.2 Securing Children's Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Almost all pupils with an identified ASN will be learning at an appropriate level with a clear progression.</p> <p>Almost all teachers will have a better understanding of planning for differentiation which will ensure children make progress in their learning thanks to these interventions.</p> <p>Pupils will show progress through benchmarks and pre-early level curriculum trackers.</p>	<p>Provide all staff with professional learning within our chosen text 'Power up your Pedagogy' related to differentiation.</p> <p>Pupils within the identified group will be involved in a Pupil voice programme to share their views about their likes and dislikes within their learning.</p> <p>All staff will participate in a range of training and professional learning opportunities to enhance their understanding of different learning needs and effective differentiation strategies.</p> <p>As a school we will further develop our planning, tracking and evaluation documents to best support the target group.</p> <p>Using HGIOASL teachers will audit and evaluate their current practice and use this to set targets for the year.</p>	<p>DHTs and LS staff will take the lead of the professional text and disseminate the training and professional dialogue session for all staff</p> <p>Practitioners will take on a leadership role across this priority</p>	<p>Evidence of our development of inclusive planning.</p> <p>Observation of staff through QI visits and peer visits (Snowball)</p> <p>Evidence through planning and teaching delivery.</p> <p>Formative and summative assessment of pupil attainment.</p> <p>Observation of pedagogy in classrooms and playrooms.</p> <p>Evidence of creative pedagogy in teacher planning and evaluative discussions.</p>	<p>Across term 1, establish introduction to the text</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 1-4</p>

	<p>Continued professional learning for all staff in ensuring they utilise a range of resources which include, personnel, ICT, facilities and concrete materials.</p> <p>All staff will engage in professional learning in Pre early milestones.</p> <p>All staff will complete a pre and post questionnaire relating to their confidence, knowledge and current practice.</p>			<p>Term 3</p>
<p>Ongoing Evaluation</p>				

National Improvement Framework Priority: Assessment and Learning and Teaching				
Focused Priority: By the end of 2025, there will be robust planning, tracking and assessment measures in place to support the teaching and learning in music.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 Leadership of Learning 2.3 Learning, Teaching and Assessment 2.2 Curriculum			Not relevant	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Across the school, almost all pupils will experience progressive music education experiences.</p> <p>All staff will have a firm understanding of the use of 'progress' and will show confidence in planning and tracking across all curriculum areas</p>	<p>All staff will be involved in professional learning related to 'Progress' to track across the curriculum.</p> <p>All staff will have regular professional learning opportunities to enhance their understanding of music education pedagogy, curriculum development and assessment practices.</p> <p>Staff will collaborate with music professionals within Fife to develop a comprehensive music curriculum</p>	<p>Lynn McCreddie</p> <p>Lynsey Spriddle</p> <p>Lynn McCreddie Lynsey Spriddle</p>	<p>Whole school music progression implemented</p> <p>All pupils will experience a broader, and progressive music curriculum focussing on a variety of cultures and music styles.</p> <p>Increased staff confidence in music pedagogy and the teaching of music.</p>	<p>January 2025</p> <p>Ongoing but fully implemented by May 2025.</p> <p>By May 2025.</p>

	<p>which incorporates a range of musical genres, styles and cultures.</p> <p>All pupils will have opportunities for music skills, knowledge and appreciation. Data will be used to identify and ensure appropriate challenge and support.</p> <p>Pupils will have opportunities to celebrate and share their musical achievements in a variety of ways including assemblies, seesaw or recordings.</p>	All Teaching Staff		
Ongoing Evaluation				

National Improvement Framework Priority: Circle Framework				
Focused Priority: By June 2025, the circles framework will be implemented and evident across the nursery to Primary 3. Pupils will benefit from inclusive practice, relevant supports and consistent approaches in all aspects of their school life.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 Self Evaluation for Self-Improvement 1.3 Leadership of Change 3.1 Insuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement			1.1 Self Evaluation for Self-Improvement 1.3 Leadership of Change 3.1 Insuring Wellbeing, Equality and Inclusion 3.2 Securing Children’s Progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>Staff will have a clear understanding of the Circle Framework and its purpose.</p> <p>Staff will have a greater understanding of how to identify needs and required adaptations and they will be able to offer appropriate strategies as linked to the framework</p> <p>Targeted pupils will benefit from inclusive practice, relevant supports and consistent approaches in all aspects of their school life.</p>	<p><i>(Circle framework includes 'up, up and away' for nursery pupils)</i></p> <p>Six staff will be identified and will undertake training on the Circle Framework. This is being offered by the local authority and identified staff have agreed to lead on this.</p> <p>Staff will undertake an environment audit to create an action plan based on their findings of current provision</p> <p>Following this audit, targeted staff will deliver an in-person session to share the results of the audit and identify potential pupils for the child evaluation tools.</p> <p>Staff will be provided with tasks to undertake relevant to the implementation of the action Plan. This cannot be specific within the SIP at this time until this work in undertaken.</p> <p>Targeted staff will attend a further session to engage with reflective question and identify next steps, engaging with the child evaluation tools.</p> <p>In school session to review the action plan, evaluate how useful the child evaluation tool is and decide on next steps to roll out the circle framework. Staff will then agree how</p>	<p>Morag Rice (SfL)</p> <p>Sarah MacDonald (P3)</p> <p>Lynsey Orellana (Nursery)</p> <p>Leanne Farquharson (P1/2)</p> <p>Many Robertson (P2)</p> <p>Sarah Stewart (DHT)</p>	<p>Staff will have a clear understanding of the framework</p> <p>Through understanding our baseline, targeted pupils will be better supported in class and engagement will improve as a result.</p> <p>Staff will develop leadership skills and have more confidence in their ability to identify needs and strategies.</p> <p>Classroom environments will be welcoming and inclusive. All tools that children require will be available to them.</p>	<p>Session 1</p> <p>Term 1 (4th September) and follow 2 weeks later.</p> <p>Session 3</p> <p>11th November (Term 2) and follow up in school 11th December.</p>
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	<p>this will be cascaded to colleagues across the school.</p> <p>Full implementation of the Circle framework to be agreed following the work noted above.</p>			
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Appendix C

Session 2024-2025 Improvement Plan – PEF Plan Examples

Pupil Equity Fund allocation for session 2024/25	£30,625.00
School Context (copied from SIP)	
<p>Duloch Primary School and Nursery forms part of the Duloch and Calaiswood community Campus.</p> <p>Within our school, our school values reflect the ethos of the school. Our values were created in partnership with all stakeholders and all families and school staff work together to ensure that these are embedded in the life and work of the school.</p> <p>Our school values, which children work towards through a values recognition programme are:</p> <ul style="list-style-type: none"> • Respect • Belong 	

- **Grow**

Across the school, we try to ensure that pupils are immersed in our values by promoting these through teaching and learning experiences, school initiatives and community partnership work.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

In Duloch 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 order to address this, we examine the school day in the following ways:

- No requirement for branded uniform
- Uniform available to any pupil who requires this. This is supported by our parent council.
- Subsidised Travel to access class trips where required
- Free extra-curricular sessions for pupils to attend at lunchtimes and after school across the year
- No cost Christmas activities promoted in December

Stakeholder engagement

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

Across the session, parental feedback and engagement is important to us. We meet regularly with parents and invite them to share their views on their child’s learning and classroom experiences within the school session.

- all parents/carers had the opportunity to feedback on improvement priority work through questionnaires. We invite parents to participate in working groups and learning sessions. These are not well attended at present.
- Pupils on-going feedback is gathered through regular pupil focus groups, pupil leadership groups and by class staff. This is an

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

<p>area which we will develop further next sessions with the re-introduction of snack and chat sessions.</p> <ul style="list-style-type: none"> - Parent wise is encouraged and shared widely with families. - Parent council meetings held termly where the school also provides updates on school improvement areas and PEF spend - Termly newsletters share information about school improvement initiatives and ways to become involved. - We feel we need to increase opportunities we give to families to discuss our PEF spend and will look to improve this next session. 	
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Rationale			
(what poverty-related attainment gap are you trying to address?)		£10,556.00	
This does not all have to have a PEF cost			
To raise attainment and close the poverty related attainment and equity gap for the majority pupils across P1, 4 and 7 in Literacy by 1%			
<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p> <p>If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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?)</p>

<p>Closing the equity gap for children who are pupil equity funded in relation to opportunities for wider achievements. Baseline TBC</p> <p>Improved attainment in Literacy for children who are pupil equity funded at P1, 4 and 7 by 1%</p>	<p>Appointment of a principal teacher. The primary responsibilities and work tasks will include:</p> <p>Specific focus on wider achievement and pupil involvement in extracurricular activities e.g., Sport and other expressive art activities, tracking children who are pupil equity funded to ensure there is equity of opportunity.</p> <p>Professional learning support and practical support for classroom teachers in further developing good practice and differentiated techniques, in a variety of curricular areas. We will use QI methodology to measure this with a particular focus on the attainment of children who are Pupil Equity Funded.</p> <p>Professional learning sessions to support and lead teaching staff and PSAs to implement high level good practice for children and young people with additional support needs.</p>	<p>Clear tracking of information to support wider achievements.</p> <p>Data gathered to look at attainment for pupils who are impacted by poverty.</p> <p>Ongoing and robust feedback to staff and families about the impact of this intervention.</p>	
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