Session 2023- 2024 Improvement Plan – PEF Plan Priority 1

Attainment Fund Rationale	Raise attainment in Writing	Amount of Fund	£52720

Writing attainment for pupils in P4 and P5 is below our stretch target for Literacy. Writing is an area that continues to need further development across the school. This intervention aligns with the attainment SIP.
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Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 1 To raise attainment in P4 & P5 writing by 10% from 52% to 62% by June 2024.	1. Baseline writing assessments to be completed with identified learners. 2. Phonics and grammar assessments will be used to identify gaps and next steps. 3. Purchase of software to use with identified groups across the 2 classes to target skills in reading that are affecting the children's writing abilities. 4. Writing sessions will be supported by the additional teaching hours created through PEF. 5. Identified learners will focus on core skills, which will be explicitly taught. 6. 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. 7. PSA will support individuals as identified. 8. Classes will all have access (including P1 where support materials were not available last year) to the Drama project and use these lessons as contexts for writing opportunities. 9. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). 10. All staff to complete the 'What's in a level: Building confidence in our professional judgement' training. 11. See also actions from Priority 1	1. Additional teaching time in P4 and P5 to provide additional support for key skills and writing block times 2. Pupil Support Assistant will work with identified children 3. Baseline assessment will be kept to measure impact at subsequent assessment points 4. Baseline assessments collated from software to track patterns. 5. Attainment discussions/ records will identify trends and improvements. 6. Regular tracking meetings with SLT, Teachers and PSA as required.	
Intervention 2 To decrease the learning gap in reading skills for an identified group of learners. To promote reading for pleasure for all learners across the school.	1. Reading for pleasure baseline survey completed with the whole school. 2. Reading Schools training sessions completed and sign up for the programme. 3. Creation of Reading Leaders group and action plan completed. 4. Reading for pleasure parent session to be carried out in term 2, with Reading Leaders presenting to parents about the importance of reading. 5. Nessy baseline assessment completed with key children in P4 and P5, with children participating in daily sessions. 6. PT to work with targeted individuals to develop specific reading skills. 7. Literacy Shed + comprehension resource purchased to support development of children's reading comprehension. 8.. See also actions from Priority 1.	1. Baseline survey will be repeated in term 4 to monitor improvements. 2. Evaluate progress towards identified actions from Reading Schools action plan. 3. Parent evaluation following parent session in term 2. 4. Assembly PPT and Wider Achievement tracker 5.Data analysis of Nessy assessments	

Attainment Fund Rationale	Raise engagement in learning	Amount of Fund	£26,337

We have identified a group of 11 pupils who need additional support in school. Our core allocation of PSA hours requires additional hours to allow us to support all of these children. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy. This intervention aligns with our SIP.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 3 By June 2024, all identified pupils will have increased the amount of time in class.	1. Create baseline to show learning time affected 2. Clear learning plans, identified within teacher's daily planning for individuals 3. Pupil profiles updated 6-weekly using One Note 4. Feedback from parents about strategies 5. Purchase of support resources -	1. Attendance and engagement data will be gathered daily and discussed at planning meetings 2. Planning samples 3. Individual pupil targets will be created and monitored 4. Clear and shared strategies in place that are reviewed regularly 5. Feedback from Learning Partnership	What has been the impact?