



**National Improvement Framework Priority:**  
Improvement in attainment particularly in Literacy

**Focused Priority 1 (School):**  
Increase the number of children attaining nationally expected level in writing, with particular focus on the P7 cohort where the aim is to increase writing attainment from a predicted 46.2% to 85%, an increase of 5 pupils, and the P6 cohort where the aim is to increase writing attainment from a predicted 41.7% to 83%, an increase of 5 pupils.

**HGIOS4 Quality Indicators:** 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1      **HGIOELC Quality Indicators:** 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Most children in Primary 1, Primary 4 and Primary 7 will achieve national expected levels in writing.</p> <p>All children will experience a writing curriculum that ensure breadth and depth across writing types.</p> <p>Identified pupils will benefit from use of Lexia to support literacy learning.</p>	<p>Two teachers to attend Stephen Graham Balanced Writer training and disseminate to staff.</p> <p>All teaching staff to attend Stephen Graham online seminar on writing pedagogy.</p> <p>Baseline writing assessments to be completed in August, assessments to be repeated at agreed times.</p> <p>Invest in PM Writing resources to support learning and teaching of non-fiction writing types. All teaching staff to complete training with Kalitza Thomson.</p> <p>Trial of Mighty Writer mat to support development of writing in early years and for those with identified ASN.</p> <p>SfLT and class teacher consultation will inform which pupils will use Lexia.</p> <p>Identified learners in the Primary 6/7 class will benefit from small group additional support by a Raising Attainment teacher.</p>	<p>JW, KC, headteacher</p> <p>Teaching staff</p> <p>Class teachers</p> <p>Kalitza Thomson Teaching staff</p> <p>Class teachers</p> <p>FL (SfLT) Teachers</p>	<p>Attainment in writing at second level and whole school</p> <p>Jotter evidence</p> <p>Pupil Feedback</p> <p>Peer and self-assessment</p> <p>Classroom observations</p> <p>Surveys to understand staff confidence before and after.</p> <p>Feedback given to/shared with staff from school/classroom visits</p> <p>Learning Partnership</p> <p>Lexia data</p>	<p>June 23</p> <p>June/ Aug 23</p> <p>Aug 23</p> <p>Aug 23</p> <p>Sep 23</p>

<b>National Improvement Framework Priority:</b> Improvement in children and young people's health and wellbeing				
Closing the attainment gap between the most and least disadvantaged children and young people	Assessment of skills will be sustained, opportunities for possible career paths will be explored, particularly in literacy and numeracy	Headteacher All teaching staff	Classroom observations Surveys to understand staff	tbc

**Focused Priority 2 (School and Nursery): Raising Attainment across the BGE**  
By embedding creativity in our curriculum and creating a collaborative culture, all learners are empowered, creative and confident, and can recognise, develop and apply their creativity to ensure they thrive in an increasingly complex and fast-changing world.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/Qt Methodology)	Timescales
1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Explore 'What's in a Level' pack linking with writing benchmarks and FC assessment pack.	1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Learning Partnership	
1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Ensure teaching staff can access data we have available to use. Review of NSA, BASE, CfE, PowerBi to support attainment, learning and teaching decisions.	1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Planning and tracking meeting minutes	
Planning is proportionate and manageable, consistent across the school and clearly identifies what is to be learned and assessed.	Audit of current documents  Develop and agree planning that is manageable, consistent and in line with Fife Policy and planning resources.	All teaching staff	Planning and tracking meeting minutes Teacher's planning documents	May 24

**National Improvement Framework Priority:**

Placing the human rights and needs of every child and young person at the centre of education  
Improvement in children and young people's health and wellbeing

**Focused Priority 3 (Nursery):**

All Children and Families will experience high quality provision which protects their rights and promotes participation and equity throughout.

**HGIOELC Quality Indicators**

1.2, , 2.1, 2.4, 2.7, 3.1

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Staff will understand the UNCRC and how we provide for these needs for our children and families.</p> <p>Impact on children will include: a developing understanding of empathy, fair/unfair, self-confidence, self-respect feeling valued and listened to making choices and feeling important having a sense of identity and belonging being treated with respect fairness and dignity having adults who they can trust and rely on</p> <p>All staff can confidently link the UNCRC with the wellbeing indicators</p> <p>Children will be supported to reach their potential regardless of their gender</p>	<p>Input on UNCRC and make links to 'The Promise' and Improving Gender bias and Equalities for all children and families</p> <p>Staff will use the Edinburgh City Council document <a href="#">'Learning Through Rights in the Early Years: Weaving the UNCRC through Policy, Provision and Everyday Practice'</a> to identify 5 of the 20 rights included in the document to form an initial action plan to: support our children to learn <i>through</i>, rather than <i>about</i> rights, develop a 'rights-based approach' that strives to make children's rights an integral and tangible aspect of our aims, values and everyday practice.</p> <p>Staff will carry out an environmental audit to identify potential gender imbalances which need to be addressed.</p>	<p>HT NT</p> <p>HT NT EYO lead</p> <p>EYO lead</p> <p>NT EYOs</p>	<p>Pre and post questionnaire re staff confidence / knowledge of UNCRC and supporting our learners in connection to this.</p> <p>Through professional dialogue staff will be able to confidently engage in discussion identifying features of good practice.</p> <p>Room displays show clear links between UNCRC and SHANNARRI</p> <p>Staff can confidently engage in dialogue that shows clear links between UNCRC and the wellbeing indicators and use this when detailing children's progress and next steps.</p> <p>Room observations Children's voice Parental Questionnaire Repeat of audit will evidence changes made Stakeholder views</p>	<p>Nov INSET</p> <p>Nov INSET</p>

<p>All children will be treated with equality and will experience equity</p> <p>All children will be supported in their wellbeing and engagement in learning.</p>	<p>Through training, staff will feel confident in knowing how to carry out Leuven scale assessment of children's wellbeing and engagement.</p> <p>In response to Leuven data, individual and small group interventions will be planned and delivered.</p>		<p>Observations of children and changes to provision where required</p> <p>Staff feedback</p> <p>Comparison of baseline and re-assessment.</p>	
<p>Ongoing Evaluation</p>				

<b>Attainment Fund Rationale</b> Raise attainment in Writing P6 and P7		<b>Amount of Fund</b> £9963 (resources) + £1501 (staffing) = <b>£11464</b>	
Increase the number of children attaining nationally expected levels in writing across the school, with particular focus on the P6 and P7 cohorts.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> <b>Ongoing evaluation</b> <b>Dec/June</b>
<p><b>Intervention 1: Writing</b></p> <p>To raise attainment in P6 from 42% to 83% on track by May '24. (Increase of 5 pupils)</p> <p>To raise attainment in P7 from 46% to 85% by May '24. (Increase of 5 pupils)</p>	<ol style="list-style-type: none"> <li>1. Invest in PM Writing resources to support learning and teaching of non-fiction writing types.</li> <li>2. All teaching staff to complete PM Writing training with Kalitza Thomson.</li> <li>3. Trial of Mighty Writer mat to support development of writing in early years and for those with identified ASN.</li> <li>4. Raising attainment teacher to work with targeted P6 and P7 pupils in addition to core class writing lessons.</li> <li>5. Regular attainment meetings to identify progress for identified children.</li> <li>6. PSA will support individuals as identified.</li> <li>7. Baseline writing assessments to be completed in August, assessments to be repeated at agreed times.</li> <li>8. SfLT and class teacher consultation will inform which pupils will use Lexia.</li> </ol>	<p>Attainment discussions/ records will identify trends and improvements.</p> <p>Regular tracking meetings with SLT, Teachers and PSA as required.</p> <p>Jotter and assessment evidence</p> <p>Pupil Feedback</p> <p>Lexia data</p>	