

Session 2023 - 2024 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in numeracy				
Focused Priority 1: Increase attainment in Number, Money and Measure in P1, P4 and P7 to within 3% of our overall (22/23) stretch target (a 4% rise on this session)				
HGIOS4 Quality Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2			HGIOELC Quality Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<ul style="list-style-type: none"> - Most children in P1/4/7 will achieve nationally expected levels in number, money and measure. - Most pupils in P4-7 will have a greater working memory of and confidence using the 4 computations in problem solving and multiple step problems. - Most pupils in P3-7 will have an increased recall of multiplication facts. - Most pupils in P1-3 will be able to recall number bond facts to 10/20. - Assessment data across the school is rigorous and comparable. 	<ol style="list-style-type: none"> 1. Analyse and share attainment data and predictions with teaching/support staff. 2. Test of Change - Introduce daily numeracy practice to all pupils in P1-7 focusing on the 4 computations including multiplication facts and number bonds alongside the conceptual numeracy approach to teaching. Research best practice nationally and benefits of Numberbots/Rock*tables/Sumdog. 3. Engage with all parents through home link activities considering use of homework as an effective method of learning. 4. Increase use of HAM learning and assessment resource in P1-7. 5. Explore assessment and pupil resources (e.g. +1) to support rigorous and planned assessment. 6. Ensure almost all feedback to pupils is clear with time given for follow up where appropriate. 7. Consider need to train specific staff in conceptual numeracy approach. PSA staff to have follow up based on June 23 training. 8. Explore options for team teaching/observation/moderation aspects of number, money and measure to learn from our peers. 9. Explore 'What's in a Level' CPD pack linking with numeracy benchmarks. 10. Encourage participation in PMC. 	<ol style="list-style-type: none"> 1. Headteacher share, staff to analyse across stage and over class groups. 2. Class teachers and KS 3. KS/Class teachers/Parents 4. KS/ Class teachers 5. KS/RE 6. KS via jotter monitoring and classroom observations 7. KS, JW, VMc, HW 8. KS, Class Teachers, PSA 9. HK/KS 10. KS 	<ul style="list-style-type: none"> - Notes from attainment and planning meetings/TRAMS. - Increased attainment – TRAMS data, pupil views, jotter analysis. - Increased pupil recall identified in jotters and through observations – test of change data. - Parental engagement feedback and homework records. - Oral feedback from children regarding learning during maths. - Classroom observations - Feedback given to/shared with staff from school/classroom visits - Surveys to understand staff/pupil confidence before and after. 	<ol style="list-style-type: none"> 1. Termly or more if required 2. Termly or more if required. Increase by end of session. Termly jotter monitoring/analysis. 3. Monthly/Termly feedback. 4. Begin August 2023 and monitor termly. 5. September 23-May 24 6. Pupil focus groups termly. 7. Unknown 8. Term 1/2 9. November INSET 10. Term 1/2.
Ongoing Evaluation				

National Improvement Framework Priority: Improvement in attainment particularly in Literacy				
Focused Priority 2: Increase number of children achieving early level writing by the end of P1 by 2 to be within the school Literacy stretch target which currently stands at 79.77% thus requiring a 2.7% increase.				
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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Literacy</p> <ul style="list-style-type: none"> - Most children in P1 will achieve national expectations in writing. - Most children in P7 will meet national expectations in writing demonstrating this fully in the non-fiction genre in preparation for high school. - All in N-P7 children will have a balanced writing curriculum to ensure breadth and depth in learning across genres. - Assessment of writing will be rigorous and moderated. -Most children with additional support needs can orally share stories and use IT accessible software, pictorial and written methods to communicate learning raising confidence, engagement and self-esteem. - Nursery pupils will be supported in early literacy skills through sensory motor and motor development, early language development, making & using symbols, drawing and writing, sounds, rhythm and rhyme and print awareness. 	<p>Literacy</p> <ol style="list-style-type: none"> 1. Staff refresh on Talk for Writing approach to support teaching of imaginative writing. 2. 1 teacher to attend Steven Graham non-fiction writing training and disseminate (via recording)to teaching and PSA staff. 3. Look at balance of writing curriculum between fiction, non-fiction, grammar, spelling seeking balance. Create a yearly overview to support breadth and progression. 4. Nursery revisit writing pathway looking specifically at Early level. 5. Use the school LTA policy as a basis for self-evaluation including peer observations, assessment folders, peer visits and trios with 2 other schools. 6. Explore 'What's in a Level' pack linking with writing benchmarks and FC assessment pack. 7. Purchase new resource for supporting teaching and learning of non-fiction writing. (PM Writing) 8. Discuss individual pupils at A/T meetings, noting specific targets/strategies for them. 9. Offer targeted support via Lexia to pupils at early level. 10. Staff refresh CPD using Clicker. 11. Use SEIC document 'Supporting Early Literacy Learning and Development in the Early Years' sharing the journey with parents through display and newsletters 	<ol style="list-style-type: none"> 1. Class Teachers/HT/Newburgh/ Dunbog teams 2. Kay Stuart - feedback 3. Teaching staff/AK 4. HK/TC and VMc/nursery staff 5. HK/AK and teaching staff 6. HK/AK and teaching staff 7. HK organise with Kalitza. Teachers 8. RE – SfL 9. Class teachers and SH Sally/Class teachers/Roz 10. RE/SLS 11. Nursery Team 	<ul style="list-style-type: none"> - Staff Feedback (before/after) - Attainment in writing at early level and whole school - Jotter evidence - Pupil Feedback - Peer and self-assessment - Classroom observations - Surveys to understand staff confidence before and after. - Feedback given to/shared with staff from school/classroom visits - Learning Partnership - Lexia data 	<ol style="list-style-type: none"> 1. Term 1 2. June 23 and Term 1 23/24 3. November INSET 4. November INSET 5. August INSET 6. November INSET 7. August 23 8. Termly 9. Throughout session 10. Collegiate time -Term 2 11. Term 1/2
Ongoing Evaluation				

National Improvement Framework Priority: <i>Placing the human rights and needs of every child and young person at the centre of education leading to Improvement in Children and Young People's Wellbeing</i>				
Focused Priority 3: To enhance parent/pupil knowledge/understanding of equality, diversity and wellbeing through a rights-based approach to learning whilst continuing to support wellbeing of all pupils through physical activity, our de-escalation practice and the health and wellbeing curriculum.				
HGIOS4 Quality Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2			HGIOELC Quality Indicators: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<ul style="list-style-type: none"> - Almost all pupils from N-P7 will have a greater understanding of equality, diversity and children's rights in line with the UNCRC. - Almost all parents will have an increased awareness of equality, diversity and children's rights and how we use these in school. - Most children in N-P7 will be able to state what rights are and give examples of them in their own lives. - Most children will have an increased understanding of diversity/equality and the role they play. - All pupils are aware of who can support them if they aren't enjoying their rights or are victims of racism etc. - De-escalation strategies will support escalated pupils and staff awareness of the Fife approach will increase. 	<ol style="list-style-type: none"> 1. School/cluster-based equality and diversity policy created. 2. RSHP curriculum used to explore equality and diversity in relationships. 3. HWB/Social studies planners to be adapted to include equality/diversity and links to the UNCRC. 4. Peer Mediators to teach children about equality and diversity. 5. Rights based assemblies through stories and films. 6. Register for the RRSA and begin working towards the bronze award. 7. Nursery to explore 'Learning Through Rights in Early Years.' 8. Whole school focus on rights and responsibilities through a series of introductory stand-alone lessons. 9. Apply for initial level of School Sports Award supporting Article 31. 10. Use Scotland's Equity Toolkit (Ed Scotland) to support PEF spend and guide strategies for equality and diversity including cost of the school day. 11. Work through the de-escalation pack with all staff ensuring best practice throughout the setting. 12. Update /wellbeing and PPB policy to reflect new de-escalation guidance. 	<ol style="list-style-type: none"> 1. HK and Cluster 2. HK/teachers 3. Teachers/cluster/SH 4. SP/Peer Mediators 5. HK 6. HK/VM 7. HK/VM/TC/EYOS 8. HK/VM/teachers 9. SH 10. HK/Roz Esslemont/Parent Council 11. HK, Ed Pysch, School staff, Roz Esslemont 12. HK 	<ul style="list-style-type: none"> Policy completed in line with Fife Guidance and shared with parents. Pupil feedback via survey/focus groups. RRS bronze award achieved. Staff feedback on pupil understanding and use of language within class/playground. Class charters evident. School Sports Award started with evidence on database. Parent survey feedback. Attainment data for individual children. Violence and aggression data. Updated policy published and feedback gathered. 	<ol style="list-style-type: none"> 1. June 2024 2. Term 4 3. Tbc 4. Term ½ 5. Throughout session 6. September 2023/June 23 7. Throughout session 8. May 2024 9. August 23 10. INSET days 11. Nov 23 INSET & collegiate 12. December 23
Ongoing Evaluation				

Session 2023- 2024 Improvement Plan – PEF Plan

Attainment Fund Rationale: Improve attendance to be within 4% of the school average from 2022/23 (this was 94.22%).		Amount of Fund: £4491 (staffing to run the interventions below)	
<p>Over the past 2 years, our attendance has reduced from an average of 97.49% in 20/21 to 94.22% in 22/23 which has been a 3.27% drop. We have identified a group of 9 pupils (some of which experience poverty) across the school whose average attendance is under 90%. The SIMD profile of this group is mixed and is indicative of the varying reasons for pupil absence although we believe the greatest barriers are illness and term time holidays. By putting the strategies below into practice with this small group, we hope to set a precedent for higher levels of attainment for their onward journey at Freuchie PS.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, 9 identified learners across P1-7 will have attendance of 90% or above.</p>	<ol style="list-style-type: none"> 1. Headteacher to liaise with the families of the identified children to identify and remove barriers to attendance. 2. Parental communication for identified learners will include attendance discussions 3. HT to monitor attendance rates of the identified children. 4. Where attendance remains low, the Headteacher will offer weekly check-ins with pupils to offer guidance and encouragement. 5. PEF PSA to run tasty toast, high interest activity sessions and wellbeing activities to encourage the highest levels of attendance. 	<ol style="list-style-type: none"> 1. Headteacher will identify and collate potential barriers to attendance, sharing this with class teacher and PSA. 2. Parents and pupils views on attendance barriers sought. 3. Attendance records will identify trends and improvements. 4. Attendance % for identified learners will be monitored weekly/monthly. 	

Attainment Fund Rationale: Increase engagement in written activities in order to raise attainment.		Amount of Fund : £4492 (staffing to run the interventions below)	
We have identified a group of 18 pupils from P1-7 who are struggling to focus on and complete tasks particularly written ones. This is having a negative impact on their attainment and achievement particularly in reading, writing and numeracy.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 2</u> By June 2024 18 identified pupils will be more engaged in written work in class.</p>	<ol style="list-style-type: none"> 1. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. 2. Use Fife Assessment pack to identify strengths and next steps, to be focused on by PSA/SfL teacher and through additionality and shared with parents. 3. Engage pupils with Lexia, an online learning tool to enhance skills in writing and in turn engagement. This can be used at school and home. 4. Targeted support groups to be run by PSA/SfL teacher and additionality using attainment data, Leuven's data, teacher planning and samples of work to identify next steps in writing. 5. Teacher planning to be tailored to match interests of pupil groups to enhance engagement. 6. PEF PSA to work with pupils in P1-4 to revise basic letter formation through jotter work and handwriting apps. 	<p>Leuven's scale data</p> <p>Identified pupil's engagement in their learning will increase (age and stage dependent). Seen through observation and class work.</p> <p>Lexia data</p> <p>The gap between current individual attainment data and national average will reduce.</p> <p>Pupil engagement in lessons and the quality of the work produced in line with literacy benchmarks.</p>	

Attainment Fund Rationale: Raise attainment in numeracy.		Amount of Fund: £4491 (staffing to run the interventions below)	
We have identified 15 children across the school who are currently 6-24 months behind the national expected CfE levels in numeracy. They have difficulties with the 4 computations and rapid recall of number bonds and times tables. A minority of them require support to formally note their learning on paper and remain engaged in numeracy activities.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention 3 By June 2024, 15 children who are currently 6 – 24 months behind the national expected CfE levels in Numeracy will work in small intervention groups to target specific skills to close the gap by 3-6 months at a minimum: P1 (tbc); P2 (3); P3 (4); P4 (1); P5 (3), P6 (2), P7 (2)</p>	<ol style="list-style-type: none"> 1. Pupils to use free trial of Numberbots/Rock*tables and/or Sumdog at school and home to build capacity/memory of key number facts. Daily mental activities will be encouraged in class. 2. Completion of Highland Numeracy assessments/SEAL & analysis of assessment data and results to identify gaps and create action plan. 3. All pupils to work with PSA/SfL support weekly. <p>Regular attainment meetings will identify the progress for the identified children (every 6 weeks/term).</p>	<ol style="list-style-type: none"> 1. Highland Assessment in Aug/Sept 23 to be used as baseline (appropriate to age and stage). Further assessment in December 2023 and NSA for P4 and P7 pupils/ 2. Engagement in numeracy work and play. 3. Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis. 	

