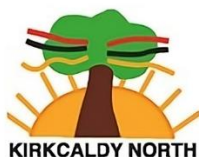


Kirkcaldy North Primary School



Standards and Quality Report *Achieving Excellence and Equity*

Context

<p>Setting/School Roll (including ELC/ASC)</p> <ul style="list-style-type: none"> • 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 	<p>Kirkcaldy North Primary School is a small school in the heart of Kirkcaldy, with a school roll of 197 pupils. We currently have 7 classes, and a small nursery.</p> <p>Our nursery operates term time only, from 9am to 3pm Monday to Friday. It has capacity for 24 children and there are currently 24 children enrolled.</p> <p>42% of our children speak English as an Additional Language. 37% of children are entitled to Free School Meals. Our school consists of 17 different nationalities (in addition to Scottish) and 18 different languages are spoken (in addition to English).</p> <p>We have 5 children who are Care Experienced. Since January 2024, we have enrolled 12 new children to our school. 9 of these children speak English as an Additional Language and 10 of these children have newly arrived in the UK/Scotland.</p>						
FME	37%						
SIMD Profile for establishment	All of our children live within SIMD bands 1 – 8, with 60% of children living in SIMD Band 1 and 2.						
Attendance (%)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Overall</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">Authorised</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">Unauthorised</td> <td style="text-align: center;">7%</td> </tr> </table>	Overall	86%	Authorised	7%	Unauthorised	7%
Overall	86%	Authorised	7%	Unauthorised	7%		
Exclusion (%)	0%						
Attainment Scotland Fund Allocation (PEF and SAC)	£100, 444						
Cost of the school day statement	<p>At Kirkcaldy North Primary School, we recognise the need to reduce the Cost of the School Day for all our children and families, and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Learning, School trips, Eating, Clubs and Home learning. Some examples of support offered to parents include: free snack provided for children across all stages of the school; access to a food larder and a range of free homeware items including bedding; and significant reduction in the cost of residential trips, school excursions and leavers hoodies for all families. There is a large amount of free school uniform available for parents and children to access. In a recent ParentWise survey, 83% of parents agreed that the school has measures in place to minimise the cost of the school day for families.</p>						

Vision <u>Keeping</u> <u>North</u> <u>Primary</u> <u>Successful</u>	 Aims <i>"Applying learning skills for a successful life"</i>	Values <u>Compassion</u> <u>Ambition</u> <u>Respect</u> <u>Equity</u> <u>Success</u>	Our School Values We show <u>compassion</u> through kindness. We have <u>ambition</u> to achieve. We show <u>respect</u> through our behaviour and attitude. We value <u>equity</u> through fairness. We celebrate <u>success</u> .
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Improvement Priority Session 2023 – 2024

Priority 1 – Establish a digital culture across all stages from Primary 1 to Primary 7 by improving teacher knowledge, understanding and skills in delivering high quality digital learning experiences.

<u>Directorate Improvement Plan</u> Equality & Equity Achievement Attendance & Engagement	<u>HGIOS 4 Quality Indicators</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Increasing Creativity and Employability
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	Not as separate priority
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Progress:

- Principal Teacher has engaged with the Digital Cultures Programme 2023-2024. This has included attending regular professional learning sessions and engaging with a range of professional reading associated with this.
- A Digital Culture Audit was completed with all teaching staff and pupils. The results of this Audit were used to inform the school's Digital Cultures Action Plan.
- Fife Digital Literacy and Learning documentation has been introduced to teaching staff. All teaching staff are now planning for learning in Digital Technology using the Fife Progression Pathways.
- Teaching staff have engaged in 5 professional learning sessions, led by ESOs from the Fife Professional Learning Team. The sessions were on the topics of: use of Glow and Glow tools, effective use of the Smartboard, Use of the Visualiser, Lumio and use of Chromebooks/netbooks.
- All teaching staff have read the document, "Features of highly effective digital learning, teaching and assessment in Schools" (Education Scotland). Teaching staff were asked to use the reflection tool to reflect on their practice in digital literacy and learning both pre and post intervention.
- A group of Digital Ambassadors from across all stages of the school, from Primary 1 to Primary 7, has been established.
- A Digital Learning Policy is in the early stages of being written by the school's Digital Ambassadors.
- An audit of all digital devices was carried out in October 2023. This has led to a refresh of the storage and use of devices across the school.

Impact:

During classroom visits in May 2023, learning was enriched by the use of technology in *less than half* of lessons. By September 2023, this had increased to *all* lessons. During Education Scotland inspection in October 2023, *most* teachers used digital technology to effectively support children's learning and *all* teachers used Smartboards well to engage children in learning. Following further engagement with the Professional Learning Team throughout Term 3, classroom visits evidenced that learning was enriched by the use of technology in *all* classes by May 2024. As a result, children are experiencing learning using a wider range of digital technology. This is improving learning experiences for *almost all* children and is helping to provide learning through more motivating contexts for *all* children.

As a result of staff engagement in professional learning sessions on the use of: GLOW and GLOW tools, Smartboard, Visualiser and Lumio, *all* children from across Primary 1 to Primary 7 are now receiving a consistent approach of delivery of digital learning and literacy across the school.

The introduction of Smart Notebook software has supported one child in Primary 1 with complex additional support needs to mark make for the first time. This use of technology has further supported this child to engage in learning experiences in Literacy and Numeracy as he builds confidence using the pens to make recordings on the Smartboard during lessons. This has extended further to the introduction of a touchscreen in the classroom. As a result, this child now engages in a variety of Literacy and Numeracy tasks independently, gradually moving from working solely within the pre-early level milestones to demonstrating progress in the early level curriculum.

The audit and refresh of digital devices across the school has resulted in *all* children in *all* classes having access to a working device when necessary. As a result, there has been an increase in the use of devices to enhance learning for *almost all* children in *all* classes through the use of GLOW platform and Lumio, leading to an increase in engagement and enjoyment for *almost all* children. *All* classrooms now have a working Smartboard or Smart TV, allowing teachers to model learning for children. One teacher has commented that the use of "Mathigon" on the Smartboard has supported her work in helping children to develop a conceptual understanding of Numeracy. During the school's Learning Partnership visit in April 2024, it was noted that *all* children witnessed using a digital device could log on to this and use this independently from Primary 1 to Primary 7.

Evidence from pupil voice groups in May 2024 suggest an increase across Primary 4 to Primary 7 in the variety of digital learning programmes used within lessons from May 2023 to May 2024 – specifically the use of GLOW, Seesaw and Lumio as learning platforms, with class teachers using online lessons to motivate and engage children in learning. As a result, a *majority* of children are being offered digital learning experiences which can then be shared between home and school, keeping parents informed about their child's progress. In Primary 7 there is evidence of high-quality feedback being shared through online platforms when children complete learning tasks. As a result, a *majority* of children are better able to identify their next steps in learning in Literacy and Numeracy.

In addition to this, in a recent PupilWise Survey, 77% of children felt that the school teaches them to stay safe online when using technology to communicate. In a recent ParentWise survey, 77% also agreed that the school teaches their child to stay safe online when using technology to communicate with others.

Class teachers have noted the following impact on their practice, and on outcomes for children:

- "It has been really useful to learn about the different ways Microsoft Office tools can support children with their learning."
- "The use of Lumio in Active Literacy lessons has helped to engage reluctant learners. And those children who were already engaging are now participating more joyfully!"
- "Pupil voice has been much more evident when using Lumio. The Progression Pathways have helped to identify gaps for children."
- "There has been an improvement in the children's curiosity and engagement."
- "I feel much more confident using Glow with younger children. The use of the Smartboard has helped children with ASN in mark making."

Next Steps:

- There has been an increase and improvement in the use of digital technology by teaching staff to improve and enhance teaching approaches in Literacy and Numeracy. However, further work is required to ensure this is embedded and used regularly across all areas of the curriculum.
- Teaching staff do not feel confident teaching all aspects of the Fife Digital Learning and Literacy Progression Pathway, particularly the areas of animation and computing science. This will be a focus of further work next session.

Whilst we do not feel it is necessary to continue with a separate improvement priority for Digital Learning and Literacy next session, we do feel it is necessary to continue our work in this area. The next steps noted above will therefore be included as strategic actions in our improvement priorities for Session 2024-2025.

Improvement Priority Session 2023 – 2024

Priority 2 – Increase attainment in Numeracy for children in Primary 1, Primary 4 and Primary 7 by improving the quality of learning and teaching; and improving teacher confidence (from Nursery to P7) in making judgements around learner progress and achievement of a level.

Directorate Improvement Plan
Equality & Equity
Achievement

HGIOS 4 Quality Indicators
1.1 Self-evaluation for Self-Improvement
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.7 Partnerships
3.2 Raising attainment and achievement
HGIOELC Quality Indicators
1.1 Self-evaluation for Self-Improvement
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.2 Securing Children’s Progress

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	
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Progress:

Following Education Scotland inspection in October 2023, the focus of this priority shifted to an overall focus on the introduction of raising attainment interventions in Literacy and Numeracy. As a result, the initial strategic actions planned, and expected impact, within this improvement priority have also shifted over the course of this session.

Progress has therefore been as follows:

In School:

- *Almost all* teaching staff have undertaken professional learning to increase their knowledge and understanding of Conceptual Understanding in Numeracy pedagogy throughout this session. This included attending professional learning sessions led by the Professional Learning Team, engaging with professional reading and sharing reflections around classroom practice.
- *All* Pupil Support Assistants attended the Conceptual Understanding in Numeracy Professional Learning Session for PSAs in November 2023.
- *All* Pupil Support Assistants attended a Workshop for Literacy Professional Learning Session in February 2024, led by Cluster Raising Attainment Principal Teacher.
- *All* teaching staff attended training for North Lanarkshire Active Literacy Programme, led by the school’s Support for Learning Teacher. Active Literacy has been introduced as a universal approach to raising attainment in Literacy.
- *All* teaching staff have attended training in Number Talks, CLIC sessions and Big Maths, led by the school’s Support for Learning Teacher.
- Summaries of Support are now in place for *all* children with additional support needs. Universal Support Strategies are continually reviewed in all classes, supported by the school’s Support for Learning Teacher, in partnership with the class teacher.
- *All* teaching staff engaged with the Spotlight on Learning, Teaching & Assessment (Series 3) Sway – Creativity
- The KNPS Learning Model was finalised and introduced at *all* stages of the school.
- The school has purchased a subscription to the Letterjoin Handwriting Programme (From April 2024) and reviewed the Jotter Policy in order to raise standards and expectations in this area.
- *Almost all* teaching staff have participated in lesson study cycle with the Support for Learning Teacher in Active Literacy. This has involved collaborative planning, team teaching, observation and reflection in order to improve practice in this area.

- Numeracy 'Grab Bags' have been created for every class. Class teachers use these daily at universal level to revisit the foundations of Numeracy with children on a regular basis. This includes, 2D and 3D shape, money, days of the week, months of the year and fractions.
- Daily 5/ Daily 10 Numeracy Intervention has been introduced in every class from Primary 1 to Primary 7. Class teachers use this approach at universal level to revisit the foundations of Numeracy with children on a regular basis.
- All teaching staff and pupil support staff engaged with Clicker 8 Training, delivered by the Supporting Learners Service.
- At Additional level, PAT (Phonological Awareness Training) and Common Word Programme has been introduced. 20 children from across Primary 3 to Primary 7 are currently engaging with the programme, supported by class teachers and Pupil Support Assistants. The programme supports children to develop their ability to blend 3 and 4 letter words and revises all initial sounds and common words.
- Also at Additional Level, Literacy and Numeracy Support Packs (5 Minute Box) have been introduced. This intervention is currently delivered in school by Pupil Support Assistants and a volunteer. The intervention aims to give all children a foundation in Literacy and Numeracy and there are currently 57 children benefitting from this.
- At Intensive level, there is individualised support for 14 children across Primary 1, 3, 4, 5 and 7 with identified additional support needs. This includes: Nessy Literacy programme; Codecracker; and SNIP (Dyslexia Spelling Programme). Also in place is a newly introduced planning system for children working within the Milestones for Learners with Complex Additional Support Needs.
- Focused intervention in reading and writing for a group of Primary 7 children who were at risk of being off track by May 2024, led by the class teacher and Support for Learning Teacher. The intervention provided focused support in skills for reading and tools for writing to ensure achievement of a level.
- In Primary 6, focused intervention in writing for a group of children who were significantly off track in learning in Literacy. A PEF funded teacher supported a group of 9 P7 children and 3 P6 children to revisit initial tools for writing and provided scaffolded support to reduce the attainment gap.
- Through additionality provided this session, a class teacher worked 0.5 with a raising attainment remit in Numeracy. The focus of this intervention was pre-teaching in Numeracy across Primary 3, Primary 5 and Primary 7. Following NSAs and Education Scotland Inspection, the focus of this intervention shifted from solely pre-teaching to also include targeted intervention to ensure full achievement of benchmarks in Numeracy and support a group of identified children in Primary 5 and Primary 7 to reduce the attainment gap and ensure achievement of a level.
- The Cluster Raising Attainment Principal Teacher engaged in a focused intervention to raise attainment in reading in Primary 4. The intervention (working with 8 children in Primary 4) aimed to improve skills in comprehension, including: retrieval, prediction, summarising, sequencing, inference and word meaning.

In Nursery:

- All staff update PLJs during regularly timetabled sessions each week. Recent work in PLJ moderation has resulted in refreshed PLJ guidance in nursery.
- All EYOs have participated in peer PLJ monitoring, specifically focused on giving feedback on the use of the language of learning in observations.
- All nursery staff have engaged in learning discussions with the nursery teacher and EYLO, working together to explore children's progress and gaps in learning to ensure breadth and depth of learning. EYOs have discussed and agreed next steps with the nursery teacher on 3 planned occasions this session in Terms 1, 3 and 4.
- Nursery Teacher has focused learning discussions around ways to secure learning and how to record this in PLJs, identifying gaps in learning and ensuring EYOs are confident to offer provocations and invitations to play to support this learning.
- Professional learning session delivered around learning walls by the EYLO to all EYOs. Development of Learning Walls Floorbook to record progress, ensuring children's voice is captured throughout.
- Next steps in learning are now recorded in PLJ folders by EYOs. EYOs are planning next steps throughout the term, building up evidence for learning conversations.
- All nursery staff have been exploring ways to offer numeracy opportunities in the garden to extend the learning from inside to outside.
- All nursery staff have engaged in training and discussions around high quality observations, led by the nursery teacher, EYDO and EYLO.
- Staff have completed online training modules in High Quality Observations.
- Attainment trackers have been introduced and trialled over the course of this session to ensure EYOs are building confidence in making judgements around achievement of a level and learner progress.

Impact:

In School:

Evidence from classroom visits in March 2024 indicate that *most* teachers have implemented learning gained from their engagement with professional learning sessions in Conceptual Understanding in Numeracy throughout this session. As a result, children are experiencing a consistent approach to the teaching of Numeracy across *almost all* stages of the school from Primary 1 to Primary 7. Class teachers have noted the following impact on their practice, and on outcomes for children:

- “I have learned new strategies to use and am learning about a range of resources that can be used creatively to represent number. Children are more confident to show me how numbers can be represented.”
- “A reminder of the different ways to teach the aspects of Numeracy – ten frames, bunny ears, Numicon etc”
- “There has been improved engagement from children in my class (P1/2) especially when working with a partner using different concrete materials to represent number.”
- “I have a much clearer understanding about how to approach the gaps and how to identify gaps in understanding for children.”
- “I can see an improvement in the ways children are using strategies to solve calculations without prompting. They are better able to think about alternative approaches.”
- “I have enjoyed engaging more in professional reading. I have changed the way I teach fractions using physical manipulation. I have included different strategies in my lessons, including bar models for missing number calculations and breaking down verbal problems with children. I can see children now applying these different strategies in their learning.”
- “Initially I felt very insecure teaching Numeracy in the upper school. I am still not as confident as I would like to be, but the sessions have given me a range of ideas to help explain to children the thinking behind Numeracy concepts.”
- “I have increased the use of visuals in my lessons, which is really supporting my children with additional support needs. Trying to use visuals as a start to the teaching of each new concept has had the biggest impact in supporting children’s understanding at the early stages.”
- “I have heard children use the language of “strategies” more and not stopping after their first attempt at an answer. Children are much more resilient, and they really keep going now.”

Over the course of Session 2023 – 2024, we enrolled 12 new children across Primary 1 to Primary 7. 10 of whom speak English as an additional language and have only recently moved to Scotland. This has significantly impacted on attainment in Primary 1 and 4 as all of these children are currently off track in their learning in all areas of the curriculum. As a result, the work undertaken in this improvement priority has not yet impacted positively on attainment in Numeracy.

Following the introduction of ‘Number Talks’ and ‘CLIC sessions’ across all stages of the school, feedback from class teachers suggests there is early evidence of impact. Children have been using this through play in Primary 1/2 and there is early evidence of improvement in confidence of children in every class to draw on a range of strategies to complete calculations and solve problems. During classroom visits in April 2024, there was evidence of increased engagement from *almost all* children during ‘Number Talks’ sessions. Class teachers report that they are using ‘Number Talks’ daily to teach children a wide range of strategies to support with their mental calculations.

0.5 class teacher additionality this session has been used to provide targeted intervention in Numeracy across Primary 3, 5 and 7.

- Pre-teaching sessions in Numeracy for a targeted group of Primary 3 children has had the following impact: 1 child is now working securely in First Level, initially working within Early Level at the start of the intervention. While she remains off-track, the gap has been prevented from widening further. All children selected for intervention as a result of high absence have remained on track throughout the intervention. For 3 of the identified children, the attainment gap in Numeracy has been reduced by 6 months and for one child with high absence, the attainment gap has been prevented from widening further.
- Pre-teaching sessions in Numeracy for a targeted group of Primary 7 children has had the following impact: For 3 children, the attainment gap has been closed and they are now on-track to achieve third level by June 2024. For a child selected due to high absence, she has remained on-track, preventing a gap from forming. For another on-track child, there was a notable improvement in engagement levels in the class lesson, preventing a gap from forming. For one child with high absence and an agreed reduced attendance timetable in school, the gap has been prevented from widening further.
- Following Education Scotland inspection in October 2023, the focus for Primary 5 intervention shifted to consolidation of learning to support with full achievement of the First Level benchmarks, ensuring children are best placed to make progress throughout Second Level in Numeracy. This intervention has had the following impact: All children have been able to demonstrate their ability to use conceptual strategies within

Numeracy. They talk highly of having a bank of strategies to use and can discuss their preferences between strategies. All children have demonstrated that they can use these strategies independently through think boards within each operation. All children increased their score by at least 23% between a pre and post topic intervention- confirming that gaps have been closed, as suggested by qualitative data. 5 children have increased their score by 30% or more. 2 children have increased their score by more than 45%, with one child increasing their score by 70% between pre and post intervention assessments.

Following engagement with professional learning sessions in Active Literacy, evidence from classroom visits and feedback from teachers indicate that across Primary 1 and Primary 2 pace of learning has improved significantly for a *majority* of children. In Primary 5, children are applying learning across reading and writing and this is supporting full achievement of the benchmarks for a *majority* of children. There is also evidence of improved spelling for a *majority* of children in Primary 7.

Following participation in an Active Literacy lesson study cycle, *all* teachers reported that this process impacted positively on their practice in Literacy. *All* teachers were able to confidently identify changes they would make to their practice following the lessons, and have since implemented those changes. As a result, *all* children across Primary 1 to Primary 7 are receiving a consistent approach to teaching and learning in Literacy lessons. Evidence from classroom visits indicates that *almost all* teachers are using rich literacy language with children during lessons, for example: digraphs, phonemes, diacritical marking and phonological awareness. As a result, a *majority* of children are better able to discuss and reflect on their progress in literacy using the correct vocabulary and terminology.

Intervention targeted at improving attainment in Primary 6 and 7 Literacy has led to an increase in confidence for the 12 children targeted for this intervention. In a targeted P6 Writing Group there has been an improvement in engagement from *all* children as a result of feeling better supported in a small group setting. *Almost all* children are now writing more sentences independently compared to the start of the intervention. In a targeted P7 Reading Group, there has been an average increase in comprehension score from 3 to 10 weekly. Reading fluency and confidence to read aloud has also improved for *all* children. *Almost all* children targeted for this intervention in Primary 7 are now on track to achieve Second Level by June 2024.

All teaching staff and Pupil Support Assistants participated in a Clicker 8 Training session. Teachers have reported the following impact on outcomes for children:

- “EAL children who have recently enrolled in the school are developing functional vocabulary using the Clicker matching sets. Children are also developing an increased understanding of initial sounds by matching sounds to pictures.”
- “The Clicker grids are supporting children to generate ideas for writing. It is a valuable tool to use to support children at the beginning of writing lessons.”
- “I have used the early stages picture book with a non-speaking P3 child. He was able to be better included in reading lessons.” (PSA)

Following the introduction of PAT (Phonological Awareness Training) at additional level, 20 identified children across P3 - P7 are now able to work independently in Literacy tasks. There is evidence of improvement in reading and writing of CVC and CVCC words for *almost all* identified children. Children who could initially read very few common words and identify only a few initial sounds, can now identify an increased number of initial sounds and common words. 5 children who were unable to write a sentence independently prior to the intervention are now able to construct and write a simple sentence, unsupported.

At Additional level, children are benefitting from the implementation of the ‘SNIP’ Dyslexia Tool. For one child, this has had significant impact. Over the course of 4 months, his reading has improved by 5 months in reading age and his spelling age has increased by 10 months in spelling age. For another child, the implementation of the use of Codecracker has improved their fluency score, reducing the average reading time from 31 seconds to 10 seconds. This child is also now able to blend 3 letter words and couldn’t do this prior to the intervention. Parents have reported that the introduction of the Nessy reading programme at home has led to increased improvement in confidence in reading and increased confidence reading at home and in the community for 5 children across Primary 4 and 5.

57 children from across Primary 1 to Primary 7 have benefitting from the introduction of Literacy and Numeracy Support Packs (“5 Minute Box”). There is early evidence of impact from this intervention. Children who could initially read very few common words and identify few initial sounds, can now identify an increased number of initial sounds and common words. In Numeracy, several children who could not identify and order numbers to 10 throughout the school can now do this with confidence.

At Intensive level, individual planning was introduced for 2 children in Primary 1 following the Milestones for Learners with Complex ASN. In August 2023, both of these children showed little interest in learning, were demonstrating little engagement, and presented with little to no verbal communication. Evidence from classroom visits in March 2024, indicate that both of these children are now communicating verbally with staff and other children. Both children are engaging in learning with decreased levels of adult support and increased independence. One parent commented in a recent review meeting for her child, "*I could never have dreamed mainstream would be like this for him.*"

The Cluster Raising Attainment Principal Teacher engaged in a focused intervention to raise attainment in reading in Primary 4. Of the 8 children targeted within this intervention, 5 of them are on track to achieve First Level by the end of Primary 4. Following the intervention, *almost all* children are now able to put their answer into a sentence. *All* children have increased confidence in answering prediction and retrieval questions. *Almost all* children are using these skills and transferring them across the curriculum. *All* children are being exposed to more complex vocabulary and *almost all* children are able to look for clues in the text. *Almost all* children can use skimming and scanning strategies to find information in a text. *Almost all* children are more confident in reading an unfamiliar text. *All* children are having increased experiences across the curriculum and are more confident in using reading strategies.

In Nursery:

The implementation of learning discussions in Terms 1, 3 and 4 has resulted in *all* nursery staff feeling more confident to talk about children's progress and identify ways to help individual children move forward in their learning. As result, attainment for children in nursery is more accurate and learning experiences for children are aligned to children's progress and agreed next steps. Learning conversations are leading to learning experiences being planned for the children in a more considered way and, as a result, children are being more appropriately challenged in nursery.

A newly introduced attainment tracking system in nursery is supporting learning conversations and helping to ensure that judgements around progress are informed by the Early Level Benchmarks. As a result, pace of learning has increased for *almost all* children in nursery, particularly in Literacy.

Following a professional learning session on the theme of learning walls, staff have improved their practice in the way they include children in this process. Evidence from playroom observations in March 2024 and April 2024 indicate that, as a result, children now have more ownership around their learning and children are making connections in their learning across the curriculum.

Feedback from Learning Partnership in April 2024 confirmed that there is robust evidence of the golden thread of learning in nursery. This was evident through planning, learning walls, Floorbooks and observations in PLJ's. It is evident that children are being placed at the centre of all learning opportunities in nursery.

Evidence from nursery planning meetings and PLJ monitoring (including peer moderation opportunities) confirmed that learning experiences for children in nursery reflect the 7 principles of curriculum design. Children are being offered opportunities for coherence, progression, breadth, challenge and enjoyment, personalisation and choice, depth and relevance in all planned learning opportunities.

All nursery staff are developing their confidence in writing, and supporting each other to produce, high quality observations. Using an agreed standard for observations, nursery staff are ensuring that observations include the language of learning. As a result, there is evidence of progress in learning for *most* children in nursery in Literacy, Numeracy and Health and Wellbeing.

Next Steps:

In Nursery:

- Continue to explore ways of tracking children's learning.
- Nursery staff to be supported to be able to identify gaps in learning by further developing staff confidence around achievement of a level, including use of the Early and First Level Benchmarks.
- Continue to discuss and explore provocations and invitations to play to support this learning.
- Continue to develop ways of showing progress and identifying secure learning for children.

In School:

- Raise attainment in Literacy and Numeracy, ensuring all children make the best possible progress.
- Embed all recently introduced raising attainment interventions at universal, additional and intensive levels.
- Further embed the use of the KNPS Learning Model to ensure it used consistently across all stages of the school.

- Teachers should extend their use of feedback to support children to take more responsibility for their learning, including through setting personalised learning targets. A recent PupilWise survey confirmed the need for this, with only 61% of children agreeing that staff talk to them about ways to improve their learning.
- Ensure children have opportunities to learn about the skills they are developing for learning, life and work and support children to make connections between previous and current learning. A recent PupilWise survey confirmed the need for this, with only 61% of children agreeing that school has helped them to learn about the different skills that may be required for various careers.
- Teachers should provide creative, motivating approaches to learning, ensuring learning is differentiated appropriately in order to meet children's needs.
- There is a need to develop an assessment strategy to ensure there is shared understanding of the range of assessments used across the school.
- Teachers should continue to develop their understanding of national standards through participation in moderation events, both within and across schools.
- Opportunities should be planned to support families to engage with their children's learning in school and at home. In a recent ParentWise survey, only 67% of parents agreed that the school provides information on how parents can support learning at home.

With many next steps being identified within this improvement priority, and in line with feedback from Education Scotland inspection, it has been agreed that this priority will continue into next session, with a focus on raising attainment in both Literacy and Numeracy.

Improvement Priority Session 2023 – 2024

Priority 3 – All Nursery children will develop their ability to engage with a healthy level of risk by providing additional outdoor learning opportunities and by increasing opportunities for risky play through forest kindergarten and foreshore play experiences.

Directorate Improvement Plan

Equality & Equity
Achievement
Health & Wellbeing
Attendance & Engagement

HGIOELC Quality Indicators

1.1 Self-evaluation for Self-Improvement
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Securing Children's Progress
3.3 Developing Creativity and Skills for Life and Learning.

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X
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Progress:

- *Most* nursery staff engaged in looking outwards visits carried out to 3 other ELC settings to see examples of outdoor spaces - Kinglassie, Kirkcaldy West and Dysart Outdoor Nursery.
- Information session held for parents on the benefits of outdoor learning (October 2023). Headteacher and Nursery Teacher delivered a PowerPoint presentation and shared leaflets on the benefits of outdoor learning, supported by a Romanian interpreter.
- 3 blocks of outdoor learning have taken place at the woods and beach (4 sessions each), with a *majority* of children attending each session.
- *All* nursery staff have been involved in completing site survey and risk assessments of outdoor area to plan and mitigate risks. Nursery staff worked together to work with one parent to complete an individual risk assessment for a child. *All* staff were involved in completing the EVOLVE form.
- Children's views around outdoor learning have been gathered for Improvement Journey Floorbook.
- *All* nursery staff have engaged in professional learning by completing the Fife ELC Outdoor Learning course. *Most* staff have completed 'Outdoor Spaces' training as a team, promoting collaboration and professional dialogue. *All* nursery staff are currently reading and discussing the recently released document, "Nature Kindergarten in Fife." Use of this document will inform self-evaluation and next steps.
- *All* staff have used 'Outdoor Spaces' training to engage in self-evaluation. There is evidence of high-quality professional reflection in Improvement Journey Floorbook.
- *All* nursery staff participated in an audit of garden resources and refresh. Children's voice was also captured in this process.
- Use of SIMOA to create a garden risk assessment, with children taking responsibility for this.
- Headteacher has linked with Community Payback Team to plan a refresh of the nursery outdoor space. Views of children and staff have been captured in this process.

- There has been a return to walks in the local environment.

Impact:

All children have had the opportunity to explore outdoor environments.

Almost all children have experienced the forest and beach to develop their sense of wellbeing and learn about the wider world.

With the introduction of SIMOA, almost all children are more confident when managing their own risk in a safe and managed environment, both indoors and outdoors.

Exploring SIMOA with children has allowed staff to develop more trust in children's choices and risks they may explore. This supports the risk Vs benefit understanding of risky play and has resulted in all children being offered a wider range of play experiences, both indoors and outdoors.

Most parents have a greater understanding of the benefits of engaging in outdoor learning. As a result, there has been an improvement in involvement, engagement and attendance for the majority of children.

All staff are now more confident to share their understanding of outdoor learning. This has resulted in an increase in imaginative play from children, and evidence of improved relationships with each other and nature. Evidence from playroom observations suggest that all children are enjoying engaging with nature and different outdoor settings and terrains.

Staff are gaining inspiration from other settings and collecting children's voice to support development and opportunities to engage in play and learning in the garden. As a result, there has been a refresh of resources available to children in the nursery garden and the impact of this is that almost all children are more respectful towards resources and each other in the outdoor environment.

Next Steps:

- Continue to develop the nursery outdoor space to make it a safer and more inviting place to be.
- Continue to add resources to the outdoor space to promote Literacy and Numeracy.
- Continue to allow space for children to explore and engage in risky play.
- Create opportunities to explore our local community including: the library, museum, train station and local shops.
- Ensure opportunities for outdoor play are included as part of core provision nursery. Increase the frequency of outdoor learning opportunities to the woods and beach.

Significant progress has been made in this area throughout the course of Session 2023-2024. However, further progress is required to ensure that outdoor learning opportunities are available regularly, and more widely, as part of core provision. As a result, this priority will be continued into next session.

Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	73%	62%	54%	68%
P4	72%	61%	67%	67%
P7	70%	60%	55%	60%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	64%	63%	73%	68%
P4	56%	67%	69%	67%
P7	57%	62%	67%	60%

Evaluative statement of attainment over time.

CfE declarations show that the *majority* of children are on track in P1, P4 and P7 across all areas of Reading, Writing, Listening and Talking and Numeracy.

In Primary 1, 63% of children are on track in Literacy, which is only slightly below the local authority stretch target of 64%. 68% of children in Primary 1 are on track in Numeracy, which falls below the local authority stretch target of 73%. Over the course of Session 2023 – 2024, we have enrolled 4 new children to Primary 1. All of whom speak English as an additional language and have recently moved to Scotland, with no early years educational experience. This has significantly impacted on attainment in Primary 1 as all of these children are currently off track in their learning in all areas of the curriculum.

In Primary 4, 67% of children are on track in Literacy, exceeding the local authority stretch target of 56%. 67% of children in Primary 4 are on track in Numeracy. This is only slightly below the local authority stretch target of 69%. Over the course of Session 2023-2024, we have enrolled 2 new children in Primary 4, one of whom significant additional support needs, and the other has newly arrived in Scotland, with no prior educational experience and is learning English as an Additional Language. This has impacted on our overall attainment in Primary 4.

Children in Primary 4 have benefitted from additional support from the Cluster Closing the Gap Principal Teacher this session. The focus of this work has been around raising attainment in Reading. Data from this intervention shows that of the 8 children supported by the Cluster PT, 5 are on track in Reading by May 2024.

In Primary 7, 62% of children are on track in Literacy. This exceeds the local authority stretch target of 57%. 60% of children in Primary 7 are on track in Numeracy, this is below the local authority stretch target of 67%. There are a significant number of children with additional support needs in this cohort, including a large number of children with social, emotional and behavioural difficulties. As a result, these children are off track in their learning, although they continue to make progress over time.

Additional support for targeted children in Writing in Primary 7 has been, and will continue to be, a priority. The targeted children will include our children living in SIMD 1 and 2, children with additional support needs, and children who have EAL. Children in Primary 7 have also benefitted from additionality of support provided to the school this session. Dedicated time has been allocated to pre-teaching and team-teaching approaches in Numeracy to support with raising attainment in this area. As a result, the gap has been closed for 3 children and they are now on track and there has been an improvement in engagement levels for another child.

Listening and Talking continues to be an area which exceeds local authority stretch targets across Primary 1, Primary 4 and Primary 7. All classes throughout the school have lower attainment in Reading and Writing than in Listening and Talking.

Following feedback from inspection, a number of raising attainment interventions have been introduced over the course of Term 3 and 4 Session 2023-2024. These include interventions to build foundations in Literacy and Numeracy at additional level and a range of approaches at universal level including: Active Literacy, Numeracy Grab Bags and Daily 10 intervention.

Termly Attainment and Achievement meetings with SLT and class teachers will continue to provide opportunities to evaluate children’s progress against the Benchmarks moving forward, whilst also ensuring appropriate support and challenge is in place for children.

P7 and P4 NSA 2023 – 2024

P7 (November 2023) P4 (January 2024)

	Numeracy	Reading	Writing
P4 Band 6 or above	44% 7 children (69%) 11 children	69% 11 children (69%) 11 children	56% 9 children (69%) 11 children
P7 Band 8 or above	62% 13 children (52%) 11 children	67% 14 children (52%) 11 children	38% 8 children (43%) 9 children

*CfE Declarations

Our P7 NSA data shows that in November 2023, 67% of children achieved band 8 or above in Reading, showing they are 'on track' in line with the NSA assessment. Our CfE declarations for children achieving Second Level in Reading is 15% below this. This difference (equating to 3 children) highlights the potential for discrepancy between NSA and teacher professional judgement. Discussion with the class teacher, and analysis of data, confirms that the discrepancy exists as a result of the additional support needs of 2 children in the Primary 7 class. Whilst their NSA results confirm they are on track in comparison to national data (NSA), there is a distinct lack of evidence of learning at class and school level. Further interrogation of this is required.

In Writing, 38% of children achieved Band 8 or above in the NSA, whilst our CFE declarations confirm that 43% of children are on track to achieve Second Level in Writing. This very small discrepancy (equating to 1 child) helps to confirm that teacher judgement of progress towards achievement of a level in Writing is accurate.

The NSA Numeracy data shows that 62% of children achieved band 8 or above, whilst our CfE declarations are 52%. A difference of 10%. Again, discussion with the class teacher, and analysis of data, confirms that the discrepancy exists as a result of the additional support needs of 2 children in the Primary 7 class.

Our P4 NSA data shows that in February 2024, 69% of children achieved band 6 or above in Reading and our CfE declarations for Reading in P4 were also 69%. Children who require additional support with Reading in the classroom, were provided the same level of support when completing NSAs. The results confirm that teacher judgement regarding achievement of a level is in line with NSA performance.

P4 NSA Writing showed 56% of children achieved band 6 or above and our CfE declarations report 69% of children achieving First Level and on track. This is a 13% difference, which equates to 2 children (one of whom has Dyslexia). Discussion with the class teacher suggests that children are utilising supports available to them during class lessons and this is impacting positively on their overall attainment.

In Numeracy, 44% of our P4 children achieved a band 6 or above in NSA, whereas our CfE declarations report 69% of children on track, achieving First Level by the end of P4. Our declarations show a difference of 25%, which equates to 4 children. Interestingly these results are similar to last session, with more children on track according to teacher judgement than achieving Band 6 or above in NSA.

Although, NSA does not offer a direct comparison it does offer another assessment lens to support professional judgements. Moving forward we need to continue to ensure that our professional judgements are a true reflection of children's attainment and ensure our assessment evidence is robust. This will continue to be achieved through ongoing rigorous tracking and monitoring discussions; ensuring that teaching staff are confident in using the Benchmarks to assess progress towards achievement of a level. An Assessment Strategy will also be devised in order to ensure there is an appropriate overview of the assessments to be used at each stage across the school, and why.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across nursery and school this session. All opportunities have been planned for and have developed a range of skills linked to the 4 capacities: Effective Contributors, Successful Learners, Responsible Citizens and Confident Individuals.

These have been shared throughout the session through newsletters, social media and Seesaw. They have also been celebrated through assemblies, with many children receiving values stickers for displaying the school values of Compassion, Ambition, Respect, Equity and Success through Wider Achievements.

Below is an overview of these opportunities from Nursery to P7:

ELC	Primary 1	Primary 1/2
A visit from "The Animal Man" - children were able to handle a range of different animals. Caterpillars and Butterflies – children were given the opportunity to watch caterpillars grow into Butterflies. A range of planting and growing opportunities – including sunflowers, potatoes and amaryllis. Bookbug sessions	Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music YMI Project Hop-A-Thon Songs for the NHS recording session Nativity Judo Taster Session SSPCA workshop	Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music YMI Project Hop-A-Thon Songs for the NHS recording session Judo Taster Session Nativity Childsmile Talk

PEEP sessions Weekly "Family Creative Play" sessions	Bookbug Author Visit Dynamic Earth Planetarium Experience	SSPCA workshop Illustrator Visit Bookbug Author Visit Dynamic Earth Planetarium Experience
Primary 3	Primary 3/4	Primary 5
Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music YMI Project Hop-A-Thon Songs for the NHS recording session Judo Taster Session SSPCA workshop Dynamic Earth Planetarium Experience	Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music YMI Project Hop-A-Thon Songs for the NHS recording session Outdoor Journeys Author visit – Justin Davies Judo Taster Session Attendance at the Fife Music Instructors annual concert at the Adam Smith Theatre Dynamic Earth Planetarium Experience	Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music YMI Project Hop-A-Thon Songs for the NHS recording session YMI song writing project with Fischy music and Dysart PS Sustainable Fashion Show Attendance at the Fife Music Instructors annual concert at the Adam Smith Theatre Dynamic Earth Planetarium Experience
Primary 6	Primary 7	
Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music Hop-A-Thon Songs for the NHS recording session Easter Service Junior Leadership Group Internet Safety Talk Attendance at the Fife Music Instructors annual concert at the Adam Smith Theatre Dynamic Earth Planetarium Experience	Visit to the Adam Smith Theatre to watch a pantomime Whole School Trip to Edinburgh Zoo Fischy Music Hop-A-Thon Songs for the NHS recording session Bike Hub (targeted group of individuals) Benedetti Foundation P7/S1 Strings Play Day (1 pupil) G.O.A.L.S program - visit to Starks Park World Book Day – Swap Shop Enterprise Dynamic Earth Planetarium Experience	

Feedback from External Scrutiny

Learning Partnership Strengths and Areas for Improvement

Learning Partnership took place at Kirkcaldy North Primary School in April 2024 and the following strengths and areas for improvement were identified:

Strengths:

School

- Children were engaged in learning and teaching in all classes.
- Support staff were used effectively to support learning in all classes.
- Ethos in the school was positive. There was a calm and purposeful atmosphere.
- Learning environments were reflective of the BGE in all classes.
- Digital technology was used to enrich learning experiences in all classes.

- Explanations and instructions were clear and children understood what they were learning in the majority of classes. This was supported by the use of the KNPS Learning Model in the majority of classes.
- During Focus Groups, children were very proud of their school and very happy to talk about their school.
- There is a wide range of well planned, identified interventions in place to raise attainment. Within this there is evidence of baseline and follow up assessment used to measure impact on children.
- Language of learning was used with children. This was evidenced in 5 minute box interventions, literacy lessons and by PSAs.

Nursery

- Staff are making the most of the outdoor space available.
- Opportunities for learning across the curriculum was evident in the outdoor space.
- There was evidence of warm and caring interactions between staff and children, and between children and children.
- Core provision is in place and there is evidence of the Golden Thread across planning, learning walls, Floorbooks and PLJs.
- Children are taking ownership and showing respect for their playroom.

Areas for Improvement:

School

- There is a need to create an Assessment Strategy to support the wide range of raising attainment interventions. The strategy should detail what; when; and how across the school session, and across each stage of the school. Consideration should be given to the assessments used at each stage and the intended use of the data gathered from assessment.
- Differentiation across all classes in the school. Children are demonstrating that they are ready to learn. Class teachers should ensure they are planning to meet the needs of all learners in their class, including more able children who require additional challenge.
- Introduce a skills progression to ensure children are learning about skills they are developing in their learning and the ways in which they can apply these in learning, life and work. Class teachers should develop a progression in line with the SDS Meta Skills and ensure the learning and development of skills is included within lesson planning.
- Standards and expectations around jotters must be improved. All work in jotters should be dated to show progression and class teachers must ensure the newly established jotter policy is implemented. Introduce handwriting progression to improve standards across all stages of the school.
- Ensure KNPS Learning Model is embedded in all classes. This would ensure that children receive high quality feedback in their learning. It would also support children to know how to be successful in their learning if they are involved in the cocreation of Success Criteria. Class teachers should ensure that learning experiences are *learning* experiences and not simply activities.

Nursery

- Reduce bureaucracy around tracking of children's learning. Systems in place are effective but workload can be reduced around the completion of these.
- Streamline Self-Evaluation processes to ensure these are in line with Nursery Improvement Priorities; and ensure these are led by the Headteacher.
- Ensure observations are linked to next steps and provocations planned where necessary.

Education Scotland - Strengths and Areas for Improvement

Kirkcaldy North Primary School was inspected by Education Scotland in October 2023

The inspection team found the following strengths in the school's work:

- The highly-effective leadership of the headteacher. She has established a clear strategy for continuous school improvement. This is based on a very strong understanding of the needs of the whole school community.

- The very effective teamwork of all staff. Together they model positive and respectful relationships, underpinned by shared values. As a result, all children benefit from a nurturing learning environment.
- The robust processes used by staff to monitor children's progress in learning. This is helping to identify and support children's learning and wellbeing needs.
- The very effective partnership work with a range of agencies and the Parent Council. This is ensuring children benefit from universal and targeted support which is improving outcomes for children and their families.

The following areas for improvement were identified:

- Teachers should provide children with more opportunities to learn through a range of motivating contexts, taking a stronger role in leading their own learning.
- Senior leaders and staff should provide children with increased opportunities to reflect on and improve their wellbeing. This will enable them to express clearly how they feel and discuss if there is a need for support.
- Senior leaders and staff should raise attainment in literacy and numeracy, ensuring all children make the best possible progress.

Consultation with Stakeholders

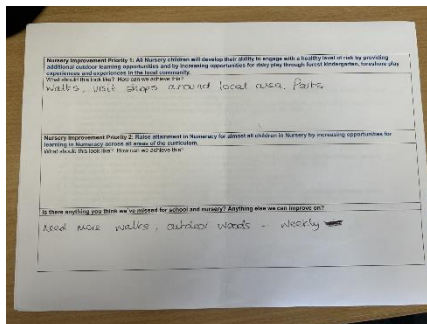
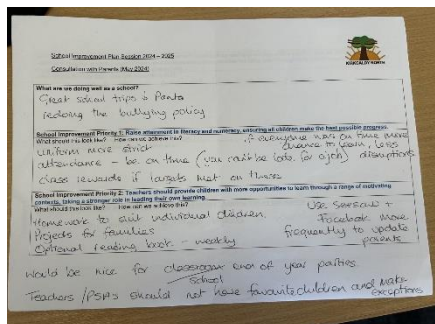
There are monthly meetings of the Parent Council. During which, the Headteacher provides an update around school and nursery improvement priorities and offers parents the opportunity to provide feedback on progress made towards these. Representatives from the Parent Council have also sought feedback from other parents through informal methods e.g. playground chats and polls on social media.

Over the course of Session 2023 –2024, parents have been asked to provide feedback through a variety of questionnaires including: Education Scotland Pre-Inspection Questionnaires; ParentWise Survey and questionnaires issued on themes of parental engagement and parents evenings. There has also been a focus group held with Romanian families, supported by the interpreter service, to gain feedback on the theme of parental engagement.

A parent focus group was established to review and update our Anti-Bullying Policy throughout Term 4 Session 2023-2024.

Children have been given the opportunity to feedback through focus groups, PupilWise Survey and Ambassador roles. Currently in school we have: Pupil Council, Rights Respecting Schools Ambassadors, Digital Ambassadors, Kitbag Ambassadors and Wellbeing Ambassadors. Children were also consulted on school improvement planning for session 2024-2025 in a recent school assembly. This was then followed up by class teachers in classes.

Most recently, our Parent Council was asked to contribute to improvement planning and planning of PEF spend for Session 2024-2025. The Parent Council also used social media to consult with a wider range of parents on this.



How is SQR, IP and PEF Plan shared with stakeholders?

In September each year, our Standards and Quality Report, School Improvement Plan and planning for Pupil Equity Fund spend are shared with all parents/carers through email and by uploading to the school website. A summary document is also created and emailed to all parents/carers. It is also on display in our school meeting room for parents, partners and visitors to see. Class teachers are also asked to share this information with children. We also

have a School Improvement Plan noticeboard in our main hall and the nursery have a Nursery Improvement Plan display in their entrance foyer.

Kirkcaldy North Primary School and Nursery
Improvement Priorities Session 2023 – 2024

<p style="text-align: center; font-weight: bold; font-size: small;">DIGITAL TECHNOLOGIES</p> <p style="font-size: x-small;">Establish a digital culture across all stages from Primary 1 to Primary 7 by improving teacher knowledge, understanding and skills in delivering high quality digital learning experiences.</p>	<p style="text-align: center; font-weight: bold; font-size: small;">LEARNING AND TEACHING</p> <p style="font-size: x-small;">Increase attainment in Nursery for children in Primary 1, Primary 4 and Primary 7 by improving the quality of learning and teaching; and improving teacher confidence (from Nursery to P7) in making judgements around learner progress and achievement of a level.</p>	<p style="text-align: center; font-weight: bold; font-size: small;">OUTDOOR LEARNING IN NURSERY</p> <p style="font-size: x-small;">All children will develop their ability to engage with a healthy level of risk by providing additional outdoor learning opportunities and by increasing opportunities for risky play through forest kindergarten and foreshore play experiences.</p>
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Pupil Equity Fund

Pupil Equity Funding (PEF) is additional funding allocated directly to schools, targeted at closing the poverty related attainment gap. The aim is to use education to improve outcomes for children and young people impacted by poverty, with a focus on targeting the poverty related attainment gap. The following interventions will be supported by Pupil Equity Funding.

<p style="text-align: center; font-weight: bold; font-size: x-small;">INTERVENTION 1</p> <p style="font-size: x-small;">Increase engagement in learning by creating an enhanced nurture programme, offering support for children at universal, additional and intensive levels. Introduce a range of emotional supports for children, including: Seasons for Growth, Daily Nurture groups, Kitbag and Lego Therapy.</p>	<p style="text-align: center; font-weight: bold; font-size: x-small;">INTERVENTION 2</p> <p style="font-size: x-small;">Parental Engagement – work in partnership with community education colleagues, ESOL tutors and the interpreter service to offer a range of family learning opportunities. Increase attendance and engagement of children and families.</p>	<p style="text-align: center; font-weight: bold; font-size: x-small;">INTERVENTION 3</p> <p style="font-size: x-small;">Raise Attainment – Increase and improve capacity of Pupil Support Staff to support identified children across all stages of the school. Support will ensure readiness to learn, increase engagement in learning and close the poverty related attainment gap.</p>
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Termly newsletters share updates with parents/carers about our progress throughout the session. Parent Council meetings take place termly. During which, the Headteacher provides an update on progress towards our school and nursery improvement priorities. This is then available to all parents through the minutes of the Parent Council meeting, which are emailed to all parents and uploaded to our school website.

As a result, in a recent ParentWise Survey, 62% of parents agreed that they were aware of the school and nursery improvement priorities and 87% of parents agreed that the school keeps them updated about the life of the school and nursery.

PEF Evaluation/Impact

Targeted Intervention

Enhanced Nurture Provision

At the beginning of the year, 43 children were referred for nurture intervention. Boxall assessments were conducted to identify areas for development, supplemented by information gathered through teacher dialogues, observations, and wellbeing wheels, allowing children to express their views.

Progress:

Over the course of Session 2023 – 2024, the following interventions have taken place:

- **Daily Nurture Sessions** (3 children) focused on the use of Kitbag as a safe space to share emotions; developing strategies for self-soothing and emotional regulation, using the 5-point scale, activities to foster communication skills, turn-taking and conflict resolution; and the encouragement of positive behaviours.
- **Seasons for Growth** (11 children) Weekly grief and loss program providing a supportive environment to understand and cope with significant life changes, share experiences, and develop coping strategies.
- **Bike Hub** (5 children) Twice-weekly sessions focusing on problem-solving, following instructions, self-regulation, and learning skills for life and work in collaboration with the Gallatown Bike Hub. Children targeted for this intervention have achieved Hi -5 Awards for their work in this area (SVQ Level 2 credits)
- **Kit Bag Sessions** (24 children) Weekly sessions to discuss thoughts and feelings in a structured, guided environment.
- **Art Therapy** (4 children) Weekly sessions supporting emotional and psychological wellbeing.
- **Lego Therapy** (19 children) Weekly sessions to develop social, communication, and teamwork skills through structured Lego building activities.
- **Wellbeing Ambassadors** (10 children) Weekly sessions to learn and then teach self-regulation techniques like tapping within their classrooms.
- **Friendship and Resilience Group** (6 children) Weekly sessions focusing on understanding friendship and conflict resolution skills.

- **Nuggets of Nurture** (6 children) Weekly sessions structured around 'Regulate, Relate, and Reason,' incorporating exercises for brain development, scaffolded conversations, and logic games.
- **Speech and Language/Communication Group** (6 children in Primary 1 and 2) Weekly sessions focusing on interaction, attention, listening, play, understanding, talking, and speech sounds.
- **Young Carers Games Club** - All identified young carers. Weekly sessions providing a safe environment to play games and talk openly.

Professional Learning and Consultation:

- Support for Learning Teacher and PSA visited Lynburn Primary Nurture base to observe and discuss successful interventions.
- Universal nurture strategies were shared with staff to implement in all classes.
- A Nurture Audit was conducted to identify strengths and areas for development within the school.
- A referral system was created for teachers to identify children needing additional nurture intervention.

Implementation of Planning and Use of Resources:

- Boxall assessments were conducted for children referred for additional intervention.
- A nurture provision document was created outlining additional interventions based on identified needs.
- Detailed planning and resource development supported the implementation of nurture interventions throughout the year.
- Wellbeing wheels were completed by children at the beginning and end of interventions to measure their wellbeing.
- Evaluations were conducted at the end of each intervention, including conversations with parents, teachers, and children to measure success.
- Introduction of weekly Family Fun Sessions, led by PEF funded Pupil Support Assistant in collaboration with the Community Learning and Development Team. Attended by 5-6 different families per week.

Impact:

Nurture Sessions

- Improvement in learning, engagement and reduction in disruptive behaviour from *all* children.
- Enhanced communication skills and conflict resolution abilities from *almost all* children.
- 2 out of 3 children have managed to remain in class all year and engage in most learning opportunities, which is a significant improvement on previous years.
- Feedback from the children after intervention shows that *all* children now have strategies to regulate their emotions and feel that there is a supportive adult in school they can go to for support managing their emotions.
- Boxall results were compared for all three children at the beginning and end of the year. The developmental score measures the child's overall emotional and behavioural development. It reflects the child's progress in areas such as social skills, emotional regulation, self-awareness and communication. A higher developmental score indicated more advanced developments, lower scores indicate that the child may need additional support or intervention. **All three children increased their developmental score.** The diagnostic score assesses the nature of emotional and behavioural difficulties shown by the child. It identifies challenges or issues the child is facing, such as disruptive behaviour, social withdrawal, emotional dysregulation or difficulty forming relationships. A higher diagnostic score indicates a higher severity of behavioural problems, while a lower score suggests fewer difficulties. **All three children's diagnostic score decreased.**
- Child 1's developmental score has slightly improved from 120 to 122, however the diagnostic score has significantly decreased from 55 to 23, showing a reduction in the levels of difficulty. Although the score is still considered a 'high level of difficulty', it is very close to being considered a 'low level of difficulty' and indicates that he has made improvements in his self-limiting features, undeveloped behaviour and unsupported development.
- Child 2's scores show an increase in developmental score of 58 to 77 and a reduction in diagnostic score of 87 to 58. This shows an improvement in both areas.
- Child 3's scores show that his developmental score has increased from 73 to 93 and his diagnostic score has reduced from 101 – 87. Again, showing an improvement in both areas.
- Whilst all three children still have difficulties in both areas, they are less severe, and they have better ways of coping with and regulating their emotions.

Seasons for Growth

- Improved coping strategies for significant life changes for *all* children.
- Feedback from children after completing Seasons for Growth shows that *most* children agree or strongly agree that 'change is a part of life, indicating a high level of acceptance towards change. A *majority* of children agree or strongly agree that they can take care of their feelings. *Most* children agree or strongly agree that they now have ways to cope when difficult things happen to them and *most* children agree or strongly agree that they are in charge of the choices they make. *Most* children agree or strongly agree that Seasons for Growth helped them.
- Comments that were made by children were 'It is okay to talk to others, I am not alone.', 'I know how to make good choices', 'It helped me' and 'It is okay to talk about feelings.'
- Comments from parents were "It has been a great group for my son, he is able to speak about what makes him sad, with people who get sad too and understand why he is feeling that way," "he has learned that it is okay to have feelings," and "there has been change in my child for the better since starting Seasons for Growth."

Bike Hub

- Improved problem-solving skills, self-regulation, and confidence for *all* children.
- 1 child has worked in class for the entirety of the session, a marked improvement from previous years. Attending Bike Hub has increased his confidence as he is very keen to learn and can ask for help when needed. His relationships with peers have improved and his time in class has also increased.
- *All* children have achieved a Hi 5 Award, gaining SVQ Level 2 credits.
- *All* children involved have improved their problem-solving skills.
- 3 of the children who attended Bike Hub had Boxall assessments carried out at the beginning and end of the year. *All* children had an improvement in their developmental scores. 2/3 of the children reduced their diagnostic score, demonstrating a reduction in difficulties.

Kit Bag Sessions

- Increased emotional support and understanding amongst *all* children.
- Significant improvements in expressing thoughts and feelings for *all* children.
- 100% of children scored 8 or more out of 10 for 'I feel happy after a kit bag session' and more than 80% of children scored 8 or higher for 'I can recognise how I am feeling'.
- Feedback gathered from all adults who deliver kit bag shows that *most* children have benefited from a kit bag session.

Art Therapy

- Children involved present as more relaxed and more resilient when facing challenges in class.
- One child who attends this group increased the rating they gave on 85% of her questions (17/20) showing a significant improvement in her mental and emotional wellbeing.

Lego Therapy

- *Most* children have improved social, communication and teamwork skills.
- *All* children increased cooperation and understanding of others' perspectives.

Wellbeing Ambassadors

- *All* children involved have learned and taught self-regulation techniques to their classes. Feedback from class teachers suggests that there has been improvement in classroom atmosphere and peer interactions as a result.
- *All* children feel they have several strategies to help them to regulate their emotions.
- *All* children increased in confidence over the year.

Friendship and Resilience Group

- *Almost all* children have developed a better understanding of friendship and conflict resolution skills.
- *All* children have increased resilience and ability to handle social challenges.

Nuggets of Nurture

- *Almost all* children have improved their ability to regulate their emotions, improved their communication skills and developed impulse control.
- Significant improvement in wellbeing in *almost all* children.
- Teacher feedback was very positive around noticeable improvements in engagement in learning after each session for *almost all* children.
- *All* children Improved emotional regulation, communication, and impulse control.
- Significant improvement in wellbeing in *most* children. 83% (5/6) children gave themselves a higher score for 'I can recognise how I am feeling' after intervention.
- Teacher feedback was very positive around noticeable improvements in engagement in learning after the sessions for *all* children involved.

Speech and Language/Communication Group

- Improved interaction, attention, listening, play, understanding, and speech sounds for *all* children.
- *All* children could confidently use more sounds by the end of the session.
- *All* children improved their communication skills including, listening and talking and turn taking.
- Child 1's Boxall results show that she has gone from having low levels of difficulty in both her developmental and diagnostic score to having 'no apparent difficulties'. This shows significant improvement in social skills and communication.
- Child 2 improved their developmental score from 113 (showing low levels of difficulties) to 134 (showing no apparent difficulties) whilst also reducing their diagnostic score from 18 to 10, again showing an improvement in emotional and behavioural difficulties.
- Child 3 improved both their developmental (from 90 to 108) and diagnostic score (from 22 to 13) showing that they have gone from having high levels of difficulties to low levels of difficulties. Their results show significant improvement, particularly around participation and involvement and engagement with peers.
- Child 4 increased their developmental score significantly from 64 to 108. This shows that where there were high levels of difficulty with emotional skills, regulation, self-awareness and communication. There are now low levels. This child showed a drastic improvement in her ability to listen to others, take turns and accept defeat.

Young Carers Games Club

- *All* children have enjoyed having a safe space for sharing experiences and developing friendships.
- Feedback from children shows that they feel able to talk about their personal circumstances in a safe environment.

Overall Impact:

- Feedback collected from teachers shows that *all* teachers agree that children in their class have shown improvements in emotional regulation after taking part in nurture intervention. *All* teachers agree that children who have taken part in enhanced nurture provision have shown improvements in social skills. *All* teachers agree that children's engagement in learning has improved after taking part in nurture intervention. *All* teachers agree that nurture intervention improves outcomes for children in our school. *All* teachers agree that nurture intervention has been targeted to meet the needs on individual children. *All* teachers agree that children can manage behaviours and interactions more effectively after taking part in nurture intervention. *Most* teachers feel that they were included in the planning stages of nurture intervention.
- A *few* teachers feel that they have improved their understanding of universal nurture supports in class, but *all* teachers would be interested in more opportunities to learn about and develop this.
- Information collected from Boxall assessments shows that there has been an 8% decrease in children with high levels of developmental difficulty. There has been a 10% increase in children with no apparent developmental difficulty. There has been a 12% decrease in children with high levels of diagnostic difficulty

and a 5% increase in the number of children with no apparent diagnostic difficulty. These results show that significant improvement has been made.

- From Boxall assessment data, 83.3% of children improved their developmental score. This demonstrates an improvement in social skills, emotional regulation, self-awareness and communication. 66.6% of children reduced their diagnostic score, showing a reduction in emotional and behavioural difficulties shown by the child. It identifies challenges or issues the child is facing, such as disruptive behaviour, social withdrawal, emotional dysregulation or difficulty forming relationships.
- *Most* children involved in targeted interventions showed significant improvements in emotional regulation, social skills, and learning engagement.
- *Almost all* interventions received positive feedback from children, parents, and teachers, indicating success in addressing specific needs.
- *Most* children felt better supported emotionally and managed behaviours and interactions more effectively.

The targeted interventions have had a substantial positive impact on the emotional, social, and academic outcomes of participating children. Continuous evaluation and adaptation will ensure that we are meeting the needs of every child to improve outcomes for them at Kirkcaldy North Primary School. Education Scotland inspection in October 2023 noted that, “staff offer high quality targeted nurture support to a significant number of children. This is improving children’s readiness to learn, resilience, engagement, and relationship skills.” Furthermore, it was recognised that the targeted emotional support programmes have, “increased children’s confidence and provided them with strategies to improve their wellbeing as a result...”

Targeted Intervention

EAL Support for children and families and family learning sessions

Work in partnership with community education colleagues, ESOL tutors, Interpreter Service and EAL Service to develop and deliver weekly family learning sessions for targeted children.

Employ EAL teacher 1 day per week to plan, deliver and measure impact of the family learning sessions.

Provide opportunities for parents and children to develop early Literacy skills by delivering “Bookbug” style sessions in Romanian. Introduce basic songs and rhymes in English.

Progress:

- The EAL teacher met with SLT once per term to review EAL caseload and evaluate ongoing intervention.
- The EAL teacher supported EAL children to access the curriculum by offering alternative resources or tools to support learning.
- The EAL teacher provided support to class teachers to effectively differentiate the curriculum to meet the needs of EAL children.
- The EAL teacher facilitated home visits, where necessary, to support with attendance and engagement of identified children in Primary 5 and Primary 7.
- The EAL teacher supported the update and review of EAL learner profiles for all EAL children across the school.
- Family Learning Sessions took place weekly for an identified group of Romanian families. The majority of sessions were well attended by parents and most weeks there were at least three parents in attendance. An interpreter from Fife Council Interpreting Service was also in attendance at almost all sessions. Sessions were planned to allow children to join in with the planned activities with their parents. This had a positive impact on attendance from parents and all children were happy to attend.
- The EAL Teacher supported parents to attend the Christmas Nativity Service.

Impact:

8 Romanian families attended the Christmas Service in December 2023. This was an increase from only 2 parents attending in December 2022. As a result, there was improved attendance from the children of the parents who attended.

The ESOL Family Learning project has led to improved opportunities for relationship building with parents. As a result, parents report that they are feeling an increase in trust and dialogue with key staff members in school. Parent

feedback is that they are happier to be in school now with their children and feel that they are getting to know some key members of school staff. Parents report that they have an increased understanding of the school system and what the expectations are.

As a result of the intervention, there has been more interest from school staff in the Roma culture and language. A few staff have been learning Romanian and most staff have an improved understanding of aspects of culture that might impact on children's learning and attendance. As a result, children feel welcome and included in their classes.

Improved links have been made between our Romanian speaking families and the Parent Council, who have provided essential items every week for parents attending the group. The EAL teacher has raised awareness of the needs of the group by sharing positive stories and discussing their culture with those parents who run the school larder.

Almost all children have gained confidence through attending the family learning sessions with their parents. They report that they enjoy when a parent is in school and have thoroughly enjoyed learning with them. As a result, children feel that it has increased the status of their home language and has raised awareness of it with their peers in class. The children, along with parents, were able to teach the English-speaking staff some of the Romanian language. As a result, children feel more included and empowered, and feel their culture has been better celebrated in school.

The ESOL Family Learning Project has been recognised as an example of good practice in Fife's newly launched Parental Engagement Strategy. As a result, it is hoped that many more children and families will benefit from this approach in the future.

In May 2024, the work of the ESOL Family Learning project was extended as there was a successful open morning organised by the EAL Teacher. A wide range of non-English speaking parents were invited into the school to hear about the group and to raise awareness of the ESOL classes on offer within Fife. As a result of this, there have been at least two new parents attending the ESOL Family Learning group and further links have been strengthened with interpreters from Fife Council Interpreting Service. This has impacted positively on the emotional wellbeing of 2 children from Primary 1 and 2, who are now more relaxed and resilient when attending school.

Parents are now more comfortable asking about school plans and activities. They bring questions to the group and seek advice about trips, activities and parents' nights etc. A few of the parents involved in the programme have grown in confidence whilst communicating in English during the sessions and will now use their phones less to do this. This has a positive impact on children as their parents are better able to engage in basic conversation about their child's day in school with class teachers and other members of staff.

Moving forward into next session, 2 of the parents involved in the group have shown an interest in volunteering at the school next session, which shows the level of comfort they now feel about being part of the school community. It is hoped that this will have a positive impact on attendance children, and specifically 1 child in Primary 1 next session.

Overall, this intervention has had a positive impact on attendance and engagement for children. 6 of the 9 children involved in this intervention have either remained at the same level of attendance since August 2023, or increased their attendance from August 2023 to May 2024. This is an improvement on their attendance from last session.

Targeted Intervention

79 Hours of Pupil Support Assistants

Pupil Supports Assistants (PSAs) have been responsible for:

- Supporting key individuals as identified
- Delivering carefully planned intervention in Literacy and Numeracy
- Using a PACE approach and de-escalation strategies to support children who are displaying distressed and dysregulated behaviour

Progress:

- All PSAs have engaged with professional learning sessions delivered by the Headteacher and Educational Psychologist on themes of PACE approach and de-escalation.

- All PSAs have engaged with professional learning sessions in Conceptual Understanding in Numeracy, Workshop for Literacy and Clicker 8.
- All PSA staff have been trained to deliver Literacy and Numeracy Pack (“5 Minute Box”) intervention.
- All PSA staff have been trained in using the PAT resource to support groups of children.
- PEF funded PSAs have supported 6 individual children across Primary 1 to Primary 7.

Impact:

The introduction of a PACE approach to supporting children with emotional regulation has resulted in a reduction in the number of children displaying distressed and dysregulated behaviour. As a result, the school’s exclusion rate has decreased from 0.06% in June 2023 to 0% in June 2024.

1 child in Primary 5, who currently attends PSS on a split placement, has gradually increased his time in mainstream education over the course of the session, from 3 afternoons per week to 1 full day and 2 afternoons per week.

1 child in Primary 7, who currently attends PSS on a split placement, has increased the time he spends in his mainstream class to full time. He no longer spends time outwith the classroom and prefers to be in class to engage with learning. He has also successfully achieved two Hi-5 Awards over the course of this session, gathering a range of SVQ Level 2 credits. Attainment for this child has also improved, with progress being achieved in Listening and Talking, Reading and Numeracy this session.

1 child in Primary 1 has been supported to increase his engagement in learning through the support of a PSA who is implementing newly established individual planning following the Milestones for Learners with Complex ASN. In August 2023, this child showed little interest in learning, was demonstrating little engagement, presented with a high level of risk in open spaces, and presented with little to no verbal communication. This child is now communicating verbally with staff and other children. The level of risk has reduced significantly, and he is engaging in learning with decreased levels of adult support and has increased independence. He is better able to engage in activities alongside his peers, most recently demonstrating this through his participation in Sports Day. He is making progress in his learning in both Literacy and Numeracy, initially working within the pre-early level milestones but recently demonstrating progress within Early Level. His parent commented in a recent review meeting, “*I could never have dreamed mainstream would be like this for him.*”

Qualitative feedback from staff, and evidence from classroom visits in March and April 2024, indicates that the school feels calm and that *almost all* children are now displaying readiness to learn. Education Scotland inspection in October 2023 reported that the school is a, “calm, purposeful and inclusive learning environment” and that “*most* children engage well with learning.”

57 children from across Primary 1 to Primary 7 have benefitted from the introduction of Literacy and Numeracy Support Packs (“5 Minute Box”). This intervention is delivered by PSAs. There is early evidence of impact from this intervention. Children who could initially read very few common words and identify few initial sounds, can now identify an increased number of initial sounds and common words. In Numeracy, several children who could not identify and order numbers to 10 throughout the school can now do this with confidence.

Following the introduction of PAT (Phonological Awareness Training) at additional level, 20 identified children across P3 - P7 are now able to work independently in Literacy tasks. This activity is supported by PSAs in class. There is evidence of improvement in reading and writing of CVC and CVCC words for *almost all* identified children. Children who could initially read very few common words and identify only a few initial sounds, can now identify an increased number of initial sounds and common words. 5 children who were unable to write a sentence independently prior to the intervention are now able to construct and write a simple sentence, unsupported.

School/Setting Name _____ **Kirkcaldy North Primary School and Nursery** _____

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

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

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2021-2022	2022-2023	2023-2024
How good is our care, play and learning?	N/A	Very Good	
How good is our setting?	N/A	Very Good	
How good is our leadership?	N/A	Very Good	
How good is our staff team?	N/A	Very Good	

Headteacher ___Mrs Emma Clunie_____ (who completed SQR)

Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: Increase attainment in Literacy and Numeracy for children in Primary 1, Primary 4 and Primary 7 by embedding a wide range of raising attainment interventions at universal, additional and intensive level. Raise attainment for almost all children in Nursery by increasing opportunities for learning in Numeracy across all areas of the curriculum.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement		1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Overall attainment in Numeracy in Primary 1 will increase from 63% to 70%*</p> <p>Overall attainment in Numeracy in Primary 4 will increase from 65% to 70%*</p> <p>Overall attainment in Numeracy in Primary 7 will increase from 60% to 68%*</p> <p>Overall attainment in Literacy in Primary 1 will increase from 60% to 70%*</p> <p>Overall attainment in Literacy in Primary 4 will increase from 65% to 68%*</p> <p>Overall attainment in Literacy in Primary 7 will increase from 62% to 68%*</p> <p><i>*To be updated in line with Stretch Targets (when received)</i></p>	<p>Refresher training on: Active Literacy, 5 Minute Box, Number Talks, CLIC sessions and PAT delivered by Support for Learning Teacher to all teaching staff and PSAs.</p> <p>Further embed the use of Fife Documentation and Planning to ensure consistency of approach to planning. Embed planning for Active Literacy and newly established progressive Numeracy Planners.</p> <p>All teaching staff will use Number Talks and CLIC in daily Numeracy lessons, and as a result, all children will have increased opportunities to improve confidence, develop their problem solving abilities and strategic thinking skills to solve Numeracy problems.</p> <p>All staff will plan Numeracy at the appropriate level across the</p>	<p>Support for Learning Teacher; all teaching staff; PSAs</p> <p>SLT will carry out planned classroom visits in September 2024, November 2024, and April 2025. (1 to be Learning Partnership date TBC)</p> <p>All teaching staff from Primary 1 – Primary 7. Staff will: engage with professional learning opportunities; prepare attainment information termly ahead of discussion with SLT and Support for Learning; participate in planned opportunities for moderation in Literacy and Numeracy throughout</p>	<p>Data</p> <ul style="list-style-type: none"> P1 BASE, P4 and P7 NSA Attainment Tracking through <i>Progress Framework</i> Tracking of individual cohorts over time (P1, P4, P7, EAL, CEC, CPR, SIMD 1 and 2) Records of Understanding used to record pupil progress through a level. Forward planning documents and evaluations. 	<p>Refresher training on interventions - In-Service Day August 2024</p> <p>Amendments made to planning documents from August 2024. Staff to continue to develop use of Fife Documentation and Planning from this date onwards. Introduce Numeracy Planners in August 2024.</p> <p>Finalise jotter policy and embed use of Letterjoin by September 2024</p> <p>P1 BASE to be completed in August 2024 and May 2025. P7 NSA to be completed November 2024. P4 NSA to be completed in January 2025.</p> <p>Attainment and Achievement Meetings to take place once per term, included in 35 hour working week. August 2024,</p>

<p>All staff will have a shared understanding of expectations for learning and teaching in Literacy and Numeracy, and as a result all children will receive a consistent approach of delivery across the school.</p> <p>In nursery, all children will experience stimulating and motivating play experiences which are open ended and develop mathematical skills attributes and capabilities.</p> <p>In nursery, most children will be able to talk about what they are learning using and increased range of mathematical language.</p> <p>In nursery, practitioners will be more skilled in assessing each child's progress in Mathematics and Numeracy and as a result, planned next steps will be more appropriate for children and more reflective of progress.</p>	<p>curriculum to ensure there are no significant gaps in the teaching of the Numeracy curriculum. As a result, children will be consistently challenged at the appropriate level.</p> <p>All teaching staff will use Active Literacy in daily Literacy lessons. This progressive literacy programme will result in children using a variety of methods to read and write, underpinned by a better understanding of phonemes and common words.</p> <p>All teaching staff will use Numeracy Grab Bags to reinforce a variety of prior learning and ensure achievement of foundations of learning in Numeracy and Maths.</p> <p>Targeted intervention groups in Literacy and Numeracy in Primary 1, 4 and 7 using the 5 minute box resource and PAT (Phonological Awareness Training).</p> <p>Groups of identified children from Primary 4 and Primary 7 to participate in targeted intervention groups in Literacy and Numeracy, delivered by Support for Learning Teacher.</p> <p>Class teachers and PSAs to support the implementation of Nessy, Codecracker, SNIP and individual planning for learners following Milestones for Learners with Complex Additional Support Needs.</p> <p>Class teachers to implement Daily 5/Daily 10 intervention using</p>	<p>the session, looking both inwards and outwards.</p> <p>All PSA staff. Pupil Support Staff will support targeted intervention in Numeracy and Literacy in Primary 1, 4 and 7 using PAT and 5 Minute Box.</p> <p>Support for Learning Teacher to participate in Attainment and Achievement Meetings to ensure shared approach to targeted interventions for children.</p> <p>EAL Teacher to engage in termly Attainment and Achievement Meetings with SLT to carefully track and monitor progress of EAL children.</p> <p><u>Responsibility for interventions</u> (planning and ongoing evaluation led by SLT)</p> <p>Universal: Number Talks/Active Literacy/Daily 10/Numeracy Grab Bags/Numeracy Planners/CLIC/Active Literacy Planners/Letterjoin - All teaching staff, Support for Learning Teacher and PSAs working in classes.</p> <p>Additional: PAT Intervention/5 Minute Box</p>	<ul style="list-style-type: none"> Record of Attainment and Achievement Meetings. Evidence of observations in PLJs <p>Views</p> <ul style="list-style-type: none"> Staff and parent views collected in collegiate sessions and through various surveys. Feedback from Learning Partnership Visit. Feedback from Pupil Focus Groups. Feedback from PEEP/Nursery Bookbug Sessions/Stay and Play Sessions and Progress Chats <p>Direct Observations</p> <ul style="list-style-type: none"> Learning Partnership Visits. Regular classroom and playroom visits from SLT, outlined in Quality Assurance Calendar. Professional Dialogue from Attainment and Achievement 	<p>October 2024, February 2025 and May 2025.</p> <p>Collegiate Calendar and Quality Assurance/Moderation Calendar to be agreed June 2024 and shared with staff.</p> <p>Raising Attainment Interventions to be embedded on an ongoing basis (work has already started during Session 23/24)</p> <p>Spotlight Series 3 What is High Quality Learning, Teaching and Assessment by October 2024</p> <p>Learning Partnership visit by November 2024</p> <p>Creation of Assessment Strategy by December 2024</p> <p>Professional Learning Sessions – Feedback and AifL by January 2025</p> <p>Audit of resources by March 2025</p> <p>Book banding by June 2025</p> <p>Audit of core provision in nursery by August 2024</p> <p>Nursery Staff to complete Professional Learning Sessions by November 2024 (In-Service Day)</p> <p>Engagement with Fife Planning and Documentation – ongoing</p>
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	<p>attainment sampling examples to reinforce prior learning and ensure achievement of foundations of learning in Numeracy and Maths.</p> <p>Creation of an Assessment Strategy to establish overview of assessments carried out at each stage across the school, with details regarding which children are involved, when, and why.</p> <p>Audit of all universal and additional Literacy and Numeracy resources.</p> <p>Finalise and implement jotter policy to ensure consistent standards across the school. Implement the use of Letterjoin to raise standards in handwriting and presentation.</p> <p>Staff to engage with Spotlight Series 3 What is High Quality Learning, Teaching and Assessment</p> <p>Professional Learning Sessions on the following topics: high quality learning, teaching and assessment; feedback and AifL strategies.</p> <p>Book banding to be completed and upper school novels to be refreshed.</p> <p>Further embed the use of the KNPS Learning Model, with a specific focus on delivering high quality feedback to learners.</p> <p>Work of Raising Attainment Cluster PT, focused on raising attainment in Writing in Primary 4.</p>	<p>– delivered by trained PSAs and Teaching Staff (where appropriate), trained and supported on an ongoing basis by Support for Learning Teacher.</p> <p>Intensive: Support provided to individual children – Nesy/Codecracker/SNIP/ Observation Sheets and individual planning (MfLCASN) – Planned for by Support for Learning Teacher and implemented/evaluated by teaching staff and PSAs.</p> <p>Professional Learning Sessions delivered by SLT. Teaching Staff.</p> <p>Working Party (of teaching staff) focusing on raising attainment interventions will complete tasks focused on book banding and resource audit.</p> <p>Cluster Raising Attainment PT – focus to be agreed</p> <p>Principal Teacher (QAMSO) and Teaching Staff</p> <p>Led by NT and EYLO and HT.</p>	<p>Meetings and Nursery Learning Conversations/Tracking Meetings</p> <ul style="list-style-type: none"> • PLJ observations 	<p>and throughout Session 2024-2025</p>
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	<p>Regular, rigorous and planned opportunities for assessment and moderation to be agreed through the creation of a Quality Assurance calendar.</p> <p>In nursery, all staff will engage with Developing Mathematics in Early Years professional learning (Education Scotland)</p> <p>In nursery, all staff to engage in Counting Course professional learning (offered by Education Scotland)</p> <p>In nursery, all staff to complete Conceptual Understanding in Numeracy professional learning (ELC website)</p> <p>In nursery, carry out an audit of Core Provision to enhance Numeracy and Maths resources both indoors and outdoors, ensuring there are rich opportunities for learning in Numeracy and Maths in all areas of the playroom and outdoors.</p> <p>All nursery staff to explore and engage with Early Level Fife Progression Pathway documentation and planning and use these to support planning (Points to Consider can support with planning). Use these to support observations and planning of next steps/extending the learning for children.</p>	All EYOs		
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Ongoing Evaluation

Education Directorate Improvement Plan: Equality & Equity/ Achievement /Health & Wellbeing/Positive Destinations/ Attendance & Engagement				
Focused Priority: All children from Primary 1 to Primary 7 will receive their entitlement to a broad general education by planning a progressive curriculum across all 8 curricular areas. Children’s progress will be measured accurately across the broad general education by improving teacher confidence (from Nursery to P7) in using the benchmarks to make judgements around learner progress and achievement of a level.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability		1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children’s Progress 3.3 Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children from Primary 1 to Primary 7 will experience planned, progressive learning experiences across the broad, general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity. As a result, there will be improved teacher confidence in making judgements around achievement of a level and children’s learning will therefore be planned appropriately to ensure pace and challenge across all areas of the curriculum.</p>	<p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements.</p> <p>Teaching staff will engage in professional dialogue on assessment of the following areas of the curriculum: health and wellbeing, social studies and technologies.</p> <p>Teaching staff will use CfE benchmarks for identified curricular areas to engage in moderation activity. Senior leaders will engage in SLT Validation activity to</p>	<p>Led by HT and PT</p> <p>PT, in her QAMSO role, will lead and support all work in assessment and moderation activity.</p> <p>All teaching staff will further enhance their skills in making judgements regarding achievement of a level.</p> <p>Working party (of teaching staff) to develop a social studies progression from Primary 1 to Primary 7.</p>	<p>Data</p> <ul style="list-style-type: none"> • P1 BASE, P4 and P7 NSA • Analysis of attainment data • Tracking of individual cohorts over time (P1, P4, P7, EAL, CEC, CPR, SIMD 1 and 2) • Records of Understanding used to record pupil progress through a 	<p>By October 2024 – Literacy and Numeracy will be recorded in Progress Framework. Class teachers and SLT to be familiar with Progress Framework by October 2024.</p> <p>By March 2025, data will be recorded across all 8 curricular areas.</p> <p>Discussion around progress and achievement across all 8 curricular areas will take place in Termly Attainment and Achievement Meetings and recorded using AA paperwork</p> <p>November In-Service Day – begin moderation activities and</p>

<p>Teachers will provide children with more opportunities to learn through a range of motivating contexts and as a result, children will take a stronger role in leading their own learning</p> <p>All children will develop an enhanced understanding of their own strengths and skills. As a result, most children will have improved self-efficacy.</p>	<p>validate/challenge teacher judgements.</p> <p>A working party, consisting of teaching staff, will design a progressive overview of social subjects and technologies across Primary 1 to Primary 7.</p> <p>Teaching staff will continue to use the currently available Fife Progression Pathways to ensure planned learning experiences are progressive for all children. Teaching staff to begin using any newly developed Progression Pathways when these are available e.g. Health and Wellbeing and Social Studies.</p> <p>All teaching staff and SLT will develop their understanding of the <i>Progress</i> framework. This will be used to track learning across the curriculum. Teaching staff will attend a professional learning session to learn more about the <i>Progress</i> system.</p> <p>Supported by the Headteacher and Nursery Teacher, all nursery staff will improve confidence in using the newly introduced nursery attainment trackers to track and record children's progress across all 8 curricular areas.</p> <p>All teaching staff will become familiar with the reporting framework built into <i>Progress</i>. All teaching staff will use the reporting aspect of the framework to complete end of session reports.</p>	<p>Further work around development of Curriculum Rationale will be led by HT, and will include all teaching staff and pupil support staff.</p>	<p>level in Literacy and Numeracy.</p> <ul style="list-style-type: none"> • Forward planning documents and evaluations. • Record of Attainment and Achievement Meetings. • Evidence of observations in PLJs. Learning conversations leading to updated nursery attainment trackers. <p>Views</p> <ul style="list-style-type: none"> • Views of teaching staff on the <i>Progress</i> framework/feedback from professional dialogue sessions • Professional dialogue from Attainment and Achievement Meetings • Feedback from moderation activity • Parent/carer views during parents evenings/report feedback • Parent/carer feedback on the use of Digital Technology to support learning 	<p>professional dialogue around Experiences and Outcomes in Social Studies, Technologies and Health and Wellbeing. Continue in February 2025 In-Service Day.</p> <p>Working Party will begin work on progressive overview of Social studies and technologies in September 2024 and will continue across Term 2 and 3</p> <p>Working Party to share Meta Skills framework with all teaching staff by Term 3 2024-2025.</p> <p>Nursery attainment trackers will be updated Learning Conversations with the Nursery Teacher and HT in October 2024, January 2025 and April 2025.</p> <p>Continue to gather views and begin designing refreshed Curriculum Rationale in November 2024, but ongoing in line with developments of tracking across the BGE and work of Working Parties.</p> <p>Support from Professional Learning Team in classrooms re: Digital Literacy and Learning (Dates TBC)</p>
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	<p>Continue work on the development of our Curriculum Rationale to ensure that it is reflective of, and appropriate to, our unique school context.</p> <p>Creation of a skills progression framework, using the Meta Skills. This will be informed by any local authority developments in this area.</p> <p>Continue with use of digital technology to enhance and support learning, particularly across all curricular areas. Support will be provided by the Professional Learning Team to ensure learning in the classroom is in line with the Fife Digital Literacy and Learning Progression Pathways.</p>		<p>Direct Observations</p> <ul style="list-style-type: none"> • Learning Partnership Visits. • Regular classroom and playroom visits from SLT, outlined in Quality Assurance Calendar. • Jotter sampling and forward planning monitoring • PLJ observations 	
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement

Focused Priority: All nursery children will develop their ability to engage with a healthy level of risk by providing additional outdoor learning opportunities and by increasing opportunities for risky play through forest kindergarten, foreshore play experiences and experiences in the local community.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Increasing Creativity and Employability.	1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Securing Children’s Progress 3.3 Developing Creativity and Skills for Life and Learning.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All nursery children will become more confident at managing their own risks in a safe and managed environment.</p> <p>All nursery children will be given the opportunity to access nature and outdoor play to develop their sense of wellbeing and learn about the wider world.</p> <p>All nursery staff will work with parents to ensure that they understand the benefits of children enjoying riskier outdoor play, and as a result, all nursery children will be supported to attend almost all outdoor learning sessions.</p>	<p>Outdoor learning opportunities to be offered as part of Core Provision. Creation of a robust timetable to outline visits to forest and beach on a regular basis.</p> <p>Nursery staff to share information with new parents around the <i>Expectations of Outdoor Learning</i>, focusing on expectations of outdoor learning and how it benefits children’s wellbeing.</p> <p>Nursery staff to complete site survey and risk assessment of outdoor area to plan and mitigate risks. Nursery staff to work with parents to create individual risk assessments for children, where appropriate.</p>	<p>All nursery staff will contribute to creation of Outdoor Learning timetable and plan accordingly.</p> <p>All nursery staff to attend site visit regularly to complete and update risk assessment.</p> <p>All nursery staff to complete EVOLVE to ensure all risks are understood and carefully planned for.</p> <p>All nursery staff to participate in professional learning.</p>	<p>Data:</p> <ul style="list-style-type: none"> • PLJs updated regularly, with appropriately informed next steps. Supportive planning conversations between EYO, Nursery Teacher and EYLO. • Attainment tracker to reflect progress across all curricular areas. • Forward planning documents and evaluations. 	<p>Outdoor learning opportunities to be planned into calendar at the start of Session 2024-2025.</p> <p>Opportunities for local visits to be planned for and begin by September 2024, and ongoing throughout Session 2024-2025</p> <p>Evolve and relevant risk assessments to be completed on an ongoing basis.</p> <p>Professional learning sessions on the work of Rusty Keeler (August In-Service Day 2024)</p> <p>Staff to engage in other professional reading by February 2025</p>

<p>Almost all children will engage and show progression in their learning in Literacy and Numeracy in an outdoor environment.</p> <p>There will be an increase in engagement from most to almost all children in play experiences in the nursery outdoor space.</p> <p>All staff will develop their confidence to explore our local community through planned and spontaneous opportunities. As a result, all children will experience improved learning opportunities in the motivating context of the local community.</p> <p>All children will develop confidence and creativity when exploring loose parts.</p>	<p>Nursery staff to familiarise themselves with the work of <i>Rusty Keeler</i> to develop and enhance their understanding of play in the outdoors and use of the outdoor space.</p> <p>All staff to read and engage in reading <i>Loose Parts Play</i> by Theresa Casey and Juliet Robertson (Play Scotland Website)</p> <p>All staff to explore, read and share work by <i>Simon Nicholson – theory of Loose Parts</i></p> <p>All staff to engage in reading and introduce ideas from Fife’s <i>Nature Kindergarten</i> resource.</p> <p>SLT and Nursery staff to plan self-evaluation opportunities into Quality Assurance calendar to reflect on impact on staff confidence levels and children’s attainment and wellbeing.</p> <p>Nursery outdoor space to be refreshed, in partnership with the Community Payback Team and Fife Council. Nursery staff to work in partnership with all stakeholders to ensure child and parent voice is captured in this process.</p> <p>Staff to continue to develop the outdoor space to ensure it is inviting for children. Also ensure there are opportunities for rich learning in Literacy and Numeracy in the outdoor area.</p>	<p>All nursery staff to engage in professional learning as a group to promote collaboration and professional dialogue.</p> <p>SLT to plan self-evaluation opportunities into QA calendar. All nursery staff to participate in ongoing self-evaluation activities, capturing evidence in nursery Floorbook.</p> <p>EYLO and NT to support with development of Nursery outdoor area and by providing opportunities for staff to carry out <i>Looking Outwards</i> visits and professional learning where necessary, by covering ratio in nursery to allow staff to attend.</p> <p>EYLO and NT to support professional dialogue sessions to ensure the language of learning continues to be used during outdoor learning opportunities.</p>	<p>Views:</p> <ul style="list-style-type: none"> • Staff and parent views collected in collegiate sessions and through various surveys. • Feedback from Learning Partnership Visit. <p>Direct Observations:</p> <ul style="list-style-type: none"> • Evidence will be accumulated and reflected on in Nursery Self-Evaluation Floorbook. • Learning Partnership Visits. • Regular playroom visits from SLT, outlined in Quality Assurance Calendar. • Professional Dialogue from Nursery Planning and Self-Evaluation Meetings. 	<p>Development and refresh of Nursery outdoor space by April 2025</p>
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	<p>Staff to create opportunities to explore our local community. Including: the library, museum, train station, shops etc.</p> <p>Develop a loose parts play area in the nursery outdoor space.</p>			
Ongoing Evaluation				

Pupil Equity Fund allocation for session 2024/25	£ 100, 440 (plus £30, 517 carry forward) Total = £130, 957
School Context (copied from SIP)	
<p>Kirkcaldy North Primary School is a small school in the heart of Kirkcaldy, with a school roll of 197 pupils. We currently have 7 classes, and a small nursery.</p> <p>Our nursery operates term time only, from 9am to 3pm Monday to Friday. It has capacity for 24 children and there are currently 24 children enrolled.</p> <p>42% of our children speak English as an Additional Language. 37% of children are entitled to Free School Meals. Our school consists of 17 different nationalities (in addition to Scottish) and 18 different languages are spoken (in addition to English).</p> <p>We have 5 children who are Care Experienced. Since January 2024, we have enrolled 12 new children to our school. 9 of these children speak English as an Additional Language and 10 of these children have newly arrived in the UK/Scotland.</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>At Kirkcaldy North Primary School, we recognise the need to reduce the Cost of the School Day for all our children and families, and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Learning, School trips, Eating, Clubs and Home learning. Some examples of support offered to parents include: free snack provided for children across all stages of the school; access to a food larder and a range of free homeware items including bedding; and significant reduction in the cost of residential trips, school excursions and leavers hoodies for all families. There is a large amount of free school uniform available for parents and children to access. In a recent ParentWise survey, 83% of parents agreed that the school has measures in place to minimise the cost of the school day for families.</p>	
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?)
<p>There are monthly meetings of the Parent Council. During which, the Headteacher provides an update around school and nursery improvement priorities and offers parents the opportunity to provide feedback on progress made towards these. Representatives from the Parent Council have also sought feedback from other parents through informal methods e.g. playground chats and polls on social media.</p> <p>Over the course of Session 2023 –2024, parents have been asked to provide feedback through a variety of questionnaires including: Education Scotland Pre-Inspection Questionnaires; ParentWise Survey and questionnaires issued on</p>	<p>Not this session. However, it is hoped this could be planned for next session.</p>

themes of parental engagement and parents evenings. There has also been a focus group held with Romanian families, supported by the interpreter service, to gain feedback on the theme of parental engagement.

A parent focus group was established to review and update our Anti-Bullying Policy throughout Term 4 Session 2023-2024.

Children have been given the opportunity to feedback through focus groups, PupilWise Survey and Ambassador roles. Currently in school we have: Pupil Council, Rights Respecting Schools Ambassadors, Digital Ambassadors, Kitbag Ambassadors and Wellbeing Ambassadors. Children were also consulted on school improvement planning for session 2024-2025 in a recent school assembly. This was then followed up by class teachers in classes.

Most recently, our Parent Council was asked to contribute to improvement planning and planning of PEF spend for Session 2024-2025. The Parent Council also used social media to consult with a wider range of parents on this.

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 22,456	
We have identified a group of 38 children who face challenges with emotional wellbeing, emotional regulation and emotional literacy skills. This is having a negative impact on their attainment, engagement, and achievement especially in reading, writing and numeracy.			
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?)
By June 2025, all 38 identified children for nurture intervention will have improved wellbeing as their barriers to learning will have been reduced. (79% of children who have been referred for enhanced nurture support live in SIMD 1 – 4)	Further embed enhanced nurture provision for a cohort of identified children across Primary 1 to Primary 7. Including: <ul style="list-style-type: none"> A programme of targeted, enhanced nurture sessions consisting of: Lego therapy sessions; Seasons for Growth; Emotion Talks Sessions; Engagement with Gallatown Bike Hub to develop skills for life, learning and work; Outdoor Learning; Kitbag sessions; Solihull Approach session for parents; Family Fun sessions; Gardening sessions; Parent and Child Cooking workshops; Speech and Language support sessions (focused on communication), Young Carers Club and anxiety management workshops. Development of a programme of Family Learning in Kirkcaldy North. Support families to refer into the Nurture 	Data: <ul style="list-style-type: none"> Attendance and engagement data will be reviewed regularly and action recorded. Attainment tracking through <i>Progress Framework</i> Individual pupil targets will be created and monitored based on a range of data sources including, GMWP data, Wellbeing Wheels and Leuven scale data Intersecting Data overview completed once per term. Achievement of Hi 5 Awards (SVQ Level 2) Views: <ul style="list-style-type: none"> Parent, pupil and staff surveys Feedback from pupil focus groups 	

	<p>Programme and benefit from the enhanced nurture provision, where appropriate.</p> <ul style="list-style-type: none"> • Creation of a Sensory Room, in collaboration with Young Carers • Creation of a community partnership project to develop school allotment space. Work in partnership with local cluster school, ESOL and ABE tutors and CLD to create a school allotment. Support children and families who speak English as an Additional Language to develop their basic literacy skills, whilst contributing to the development of the allotment plot. • Completion of HNIOS Audit in partnership with the school's Educational Psychologist • Continued partnership working of an enhanced nurture team, including additional Support for Learning time and a dedicated PSA, working 2 days per week to plan, deliver and measure impact of intervention. • Principal Teacher will be released from 0.8 class commitment, reduced to 0.4 class commitment to support with assessment process and oversee Pupil Ambassador Groups. This will ensure children are provided with opportunities to develop an understanding of the skills associated with these roles and the impact on life, learning and work. 	<ul style="list-style-type: none"> • Feedback through Seasons for Growth surveys and celebration session • Evidence of learning shared via Seesaw, parental feedback to be gathered. • Feedback from Learning Partnership Visit <p>Direct Observations:</p> <ul style="list-style-type: none"> • Identified children's engagement in their learning will increase (age and stage dependent). • Learning Partnership Visits • Regular classroom visits, outlined in Quality Assurance calendar. • Professional Dialogue from Attainment and Achievement Meetings 	
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	<ul style="list-style-type: none">• Continuation of weekly “Family Fun” sessions, in collaboration with the local Community Development Team.• Use of local YMCA facilities for weekly PE sessions.		
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Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 67, 594	
Attainment in Literacy and Numeracy in Primary 1 in June 2024 is below the local authority stretch target. Attainment in Numeracy in Primary 4 and Primary 7 in June 2024 is below the local authority stretch target. For that reason, Pupil Equity Funding will be used to support interventions planned to raise attainment in Literacy and Numeracy across Primary 1, Primary 4 and Primary 7 in Session 2024-2024			
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?)
Overall attainment in Numeracy in Primary 1 will increase from 63% to 70%. Overall attainment in Numeracy in Primary 4 will increase from 65% to 70%. Overall attainment in Numeracy in Primary 7 will increase from 60% to 68%. Overall attainment in Literacy in Primary 1 will increase from 60% to 70%. Overall attainment in Literacy in Primary 4 will increase from 65% to 68%.	Pupil Equity Funding will be used to purchase 70 hours of Pupil Support Assistants from August 2024 to April 2025. Pupil Support Assistants will be responsible for: <ul style="list-style-type: none"> Supporting key individuals as identified. These individuals are impacted by poverty. This will be evaluated on an ongoing basis through Attainment and Achievement meetings. Supporting key individuals across the school, meeting learning needs and promoting and encouraging readiness to learn. Deliver Literacy and Numeracy Pack (5 Minute Box Intervention) to 64 identified children across Primary 1 to Primary 7. Support groups of 33 identified children from Primary 3 to Primary 7 to engage with PAT (Phonological Awareness 	Data: <ul style="list-style-type: none"> Attendance and attainment data will be reviewed regularly, and action recorded. Intersecting Data overview completed once per term. Views: <ul style="list-style-type: none"> Staff, parent and child feedback Feedback from partners involved Feedback from Learning Partnership Visit Direct Observations: <ul style="list-style-type: none"> Regular classroom visits from SLT, outlined in 	

<p>Overall attainment in Literacy in Primary 7 will increase from 62% to 68%.</p> <p>33 identified children from Primary 3 to Primary 7 will benefit from PSA support to complete Phonological Awareness Training (PAT sessions)</p> <p>64 identified children from across Primary 1 to Primary 7 will benefit from PSA support to engage in 5 Minute Box intervention sessions regularly to improve attainment in Literacy and Numeracy.</p>	<p>Training) to improve attainment in reading and writing.</p> <ul style="list-style-type: none"> • Support individual children with Nessy Literacy intervention. • Support for Learning Teacher will oversee intervention delivered by PSAs, supplying carefully planned resources to support learning in Literacy and Numeracy. • PSAs will attend a professional learning session on Playground Pedagogy in August 2024 and Positive Relationships for Learning in February 2025. <p>Pupil Equity Funding will help to fund a probationer teacher. This will release a class teacher from class to raise attainment in Literacy and Numeracy. The class teacher will support identified children from across Primary 1, Primary 4 and Primary 7 to raise attainment in Literacy and Numeracy.</p>	<p>Quality Assurance Calendar</p> <ul style="list-style-type: none"> • Professional dialogue during Attainment and Achievement Meetings 	
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Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £5,000	
42% of children at Kirkcaldy North Primary School speak English as an Additional Language (EAL). 35 children who speak English as an Additional Language are currently off track in their learning in either Literacy, Numeracy or both. Our school consists of 17 different nationalities (in addition to Scottish) and 18 different languages are spoken (in addition to English). Parental Engagement at Kirkcaldy North Primary School is currently not representative of the diverse culture of our school.			
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?)
By June 2025, there will be evidence of improved attendance and engagement for identified EAL learners across Primary 1, Primary 4 and Primary 7 and increased levels of parental engagement, that is better representative of the diverse culture of our school.	<p>Work in partnership with community education colleagues, ESOL tutors, Interpreter Service and EAL Service to develop and deliver weekly family learning sessions for targeted children.</p> <p>Employ EAL teacher 1 day per week to plan, deliver and measure impact of the family learning sessions.</p> <p>EAL teacher will work in partnership with Active Schools to deliver a “Be Active” group for an identified cohort of girls from across Primary 1 to Primary 7 for whom English is an Additional Language.</p> <p>Creation of a Parental Engagement Working Group to review Parental Engagement at</p>	Data: <ul style="list-style-type: none"> Attendance and engagement data will be reviewed regularly, and action recorded. Data from Attainment and Achievement Meetings Evidence collated and shared via Parental Engagement Display in school Views: <ul style="list-style-type: none"> Parent and child feedback 	

	<p>Kirkcaldy North Primary School and create an action plan for Session 2024-2025.</p> <p>Create an overview of Parental Engagement at Kirkcaldy North Primary School and agree a communication policy for all parents in line with this.</p> <p>Provide opportunities for parents and children to learn together through the creation of a range of Family Learning opportunities.</p> <p>Ensure parents are involved in decision making regarding school improvement planning and PEF spend. Ensure this is representative of the diverse culture of our school.</p> <p>In addition to this, the EAL teacher will:</p> <ul style="list-style-type: none"> • Meet with SLT once per term to review EAL caseload and evaluate ongoing intervention. • Support EAL children to access the curriculum by offering alternative resources or tools to support learning. • Provide professional learning for staff to ensure EAL children are supported. • Support class teachers to effectively differentiate the curriculum to meet the needs of EAL children. • Deliver small group sessions for identified EAL children across the school from P1 to P7. • Facilitate home visits where necessary to support with attendance management. 	<ul style="list-style-type: none"> • Feedback from partners involved. <p>Direct Observations:</p> <ul style="list-style-type: none"> • Attendance of children and adults at family learning sessions • Learning Partnership Visit • HT Professional Verification Visit (September 2024) 	
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	<ul style="list-style-type: none">• Support the update and review of EAL learner profiles across the school.		
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Appendix D – Pupil Equity Financial Plan Session 2024-2025

Pupil Equity Funding Projected Spend



School (select from drop)	Kirkcaldy North Primary School
PEF Allocation 2024/25:	£ 100,440.00
Underspend 2023/24	30517
Total	£ 130,957.00

2024-2025 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing		
Category	Brief Description	Cost
PE resources/equipment/programmes	YMCA hire	£ 2,580.00
Total Spend		£ 2,580.00

Staffing		
Staffing	FTE	Cost
PSA 2	0.03 FTE (Apr-Aug)	£ 324.00
PSA 2	0.35 FTE (Apr-Aug)	£ 4,050.00
PSA 2	0.32 FTE (Apr-Aug)	£ 3,726.00
PSA 2	0.42 FTE (Aug-Mar)	£ 7,777.00
PSA 2	0.76 FTE	£ 23,167.00
PSA 2	0.76 FTE	£ 23,167.00
PSA 2	0.31 FTE	£ 9,267.00
Teacher	0.1 FTE L&S Top Up	£ 6,883.00
Teacher	0.22 FTE (Apr-Aug)	£ 5,000.00
Teacher	0.32 FTE Probationer (Aug-Mar)	£ 9,159.00
Total Spend		£ 92,476.00

Other		
Category	Brief Description	Cost
other (please detail)	Fife Council Unitary charge	£ 2,511.00
Total Spend		£ 2,511.00



Amount of spend planned	£ 97,961.00
Unallocated spend	£33,396.00

