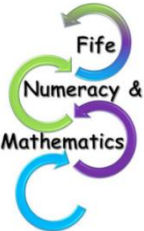


**Limekilns PS and Nursery  
Improvement Plan  
Session 24/25**

Education Directorate Improvement Plan: Equality & Equity - Achievement				
Focused Priority 1: (ELC and school)				
All staff will develop their knowledge, understanding and practice of effective learning, teaching & assessment of numeracy and maths through professional learning.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
<b>KEY</b> 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement	<b>RELEVANT</b> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning		<b>KEY</b> 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Securing children's progress .	<b>RELEVANT</b> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
 <p>All children will experience planned, progressive learning experiences in numeracy and maths.</p> <p>All staff will have a clear understanding of learning, teaching &amp; assessment in Numeracy and Maths resulting in a consistent approach across the school leading to most</p>	<p><b>Audit practice using;</b></p> <ul style="list-style-type: none"> <li>- National thematic inspection questions</li> <li>- National sketch notes</li> <li>- Early Years Mathematics and Numeracy Rich environment Tool</li> <li>- Early Childhood Environment Rating Scale (ECERS)</li> <li>- Children's feedback</li> </ul> <p><b>Professional Knowledge &amp; Development of Staff</b></p> <ul style="list-style-type: none"> <li>- National professional learning papers</li> <li>- National Numeracy and Maths Progression Framework (NNMPF)</li> <li>- Local Authority conceptual numeracy modules, numeracy QI and pedagogy in practice sessions</li> <li>- Professional Reading</li> </ul> <p>Incorporate use of Records of Understanding (Rus)</p> <p>Develop use of Fife's overviews and learning progression pathways linked to school/nursery resources.</p> <p>Develop use of BASE/NSA data to ensure current and historic analysis.</p>	<p>HT, class teachers, ELC practitioners, SfL teacher and PSAs Children's groups</p> <p>HT, class teachers, ELC practitioners, SfL teacher and PSAs</p> <p>Class teachers</p> <p>HT and class teachers</p> <p>HT, Class teachers and ELC practitioners</p>	<p><b>Quantitative and Qualitative data will be collated and analysed, including;</b></p> <p><b>Observations</b>            SLT/peer classroom/playroom observations            Jotter Monitoring            PLJ monitoring            Planning &amp; Tracking discussions            Achievement &amp; Attainment discussions            Sfl consultations</p> <p><b>People's Views</b>            Self-evaluation findings from staff            Audit results.            Parent/carer feedback            Children's feedback            Parent Council feedback            Pupil Participation Groups</p> <p><b>Data</b>            BASE/ELIPS data analysis            Achievement &amp; Attainment of all children            Audit results.            CfE declarations/predictions analysis            NSA and regular assessment data analysed.</p>	<p>Start T4 session 23/24, beginning of T1 24/25 session, then T4</p> <p>Allocated time in session 24/25 inset days and QA calendar. Regular self-evaluation over session</p> <p>Start T1.</p> <p>Start T1.</p> <p>Start T1</p> <p>Start term 1 and continuing over each term,</p>

<p>children making good progress in learning.</p> <p>Through planned opportunities with parents/carers, knowledge of numeracy &amp; maths will be developed to ensure they can support children in their learning.</p>	<p>Use of LA attainment resource to moderate achievement in N&amp;M</p> <p>Develop use of assessment across all year groups</p> <p>Create bank of targeted interventions</p> <p>Looking outwards to other setting for examples of effective practice and how they may be adapted to use in our context.</p> <p>Sharing of information and learning with families through;</p> <ul style="list-style-type: none"> <li>- Maths week</li> <li>- National numeracy day</li> <li>- School website</li> <li>- Family time (school)</li> <li>- Stay and plays (nursery)</li> </ul>	<p>HT, class teachers, SfL teacher, children's groups</p> <p>HT, teachers</p> <p>HT, teachers</p> <p>HT, ELC practitioners, class teachers and PSAs</p> <p>All staff Parent/carers</p>	<p>P1 BASE data analysis</p> <p>QI data</p> <p>Record of Understandings</p> <p>Interactions with families</p>	<p>Start T1</p> <p>Start term 1 and continuing over each term, added to QA calendar.</p> <p>Complete by end of T2.</p> <p>Start T1.</p> <p>Start T2.</p> <p>Start T2.</p> <p>Maths week – T1</p> <p>National numeracy day – T3</p> <p>School website – start T2.</p> <p>Family time (school) every term</p> <p>Stay and plays (nursery) – every term</p>
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**Ongoing Evaluation**

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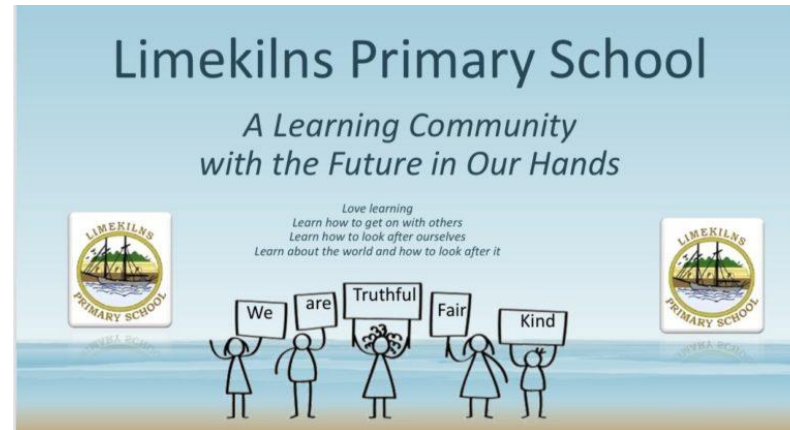
<p>knowledge of wellbeing &amp; inclusion will be developed and this will ensure they can support children in their learning in health &amp; wellbeing</p>	<p>Development of inclusive space within school building</p> <p>Implement universal &amp; targeted interventions for wellbeing and resilience.</p> <p>Looking outwards to other setting for examples of effective practice and how they may be adapted to use in our context</p> <p>Sharing of information and learning with families through;</p> <ul style="list-style-type: none"> <li>- School website</li> <li>- Family time (school)</li> <li>- Stay and plays (nursery)</li> </ul>	<p>HT, SfL teacher, children's group and PSAs</p> <p>HT, teachers and PSAs</p> <p>All staff</p> <p>HT, teachers, ELC practitioners and PSAs</p>	<p>Analysis of parent/carer engagement with activities/strategies</p> <p>Measure impact of interventions and triangulate data with children's, staff and families views, observations</p> <p>Impact analysis of above to inform next steps.</p> <p>.</p>	<p>Beg T4 session 23/24,</p> <p>Start T1</p> <p>Nov/Feb Inset</p> <p>Start T2</p>
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**Ongoing Evaluation**

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## **Limekilns PS and Nursery**

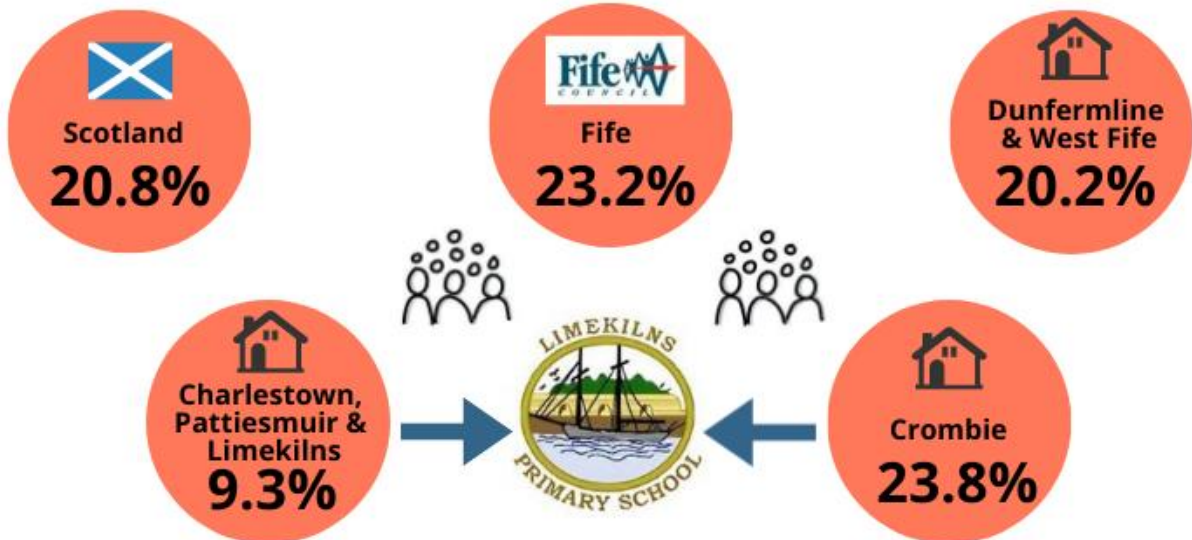
### **Pupil Equity Plan**

### **Session 24/25**



# Limekilns P.S. and Nursery

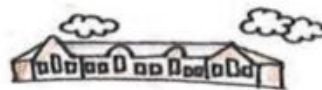
Percentage of Children (aged 15 and under) living in **Relative Poverty** - Children in Low income families 2021/2022 local area statistics - March 23



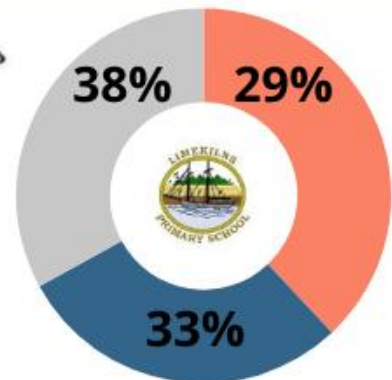
## Our context



Of our children live in SIMD decile 5



Of those children are living in a child poverty priority family group



Quintile 2 (38%) Quintile 1 (29%)  
Quintile 3 (33%)

Percentage of children living in a child poverty priority group and in SIMD decile 5.



Lone Parent Families

15%



Families with a young mother

4%



Ethnic Minority Families

4%



Families with a child under 1

4%



Families with a disabled adult or child

9%



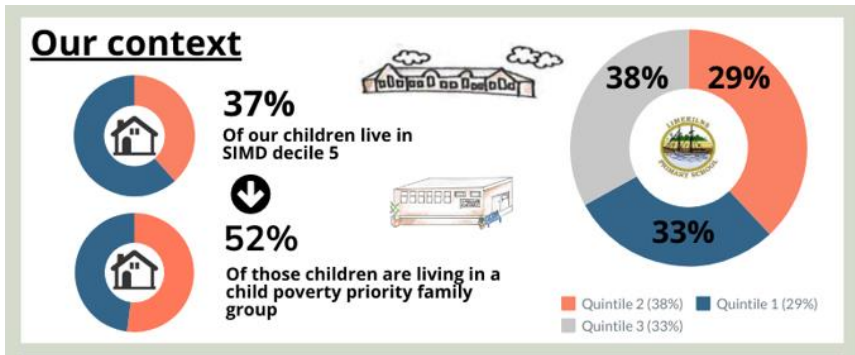
Larger families (3+ children)

19%

**Pupil Equity Fund allocation for session 2024/25**      **£9,800**

**School Context**

School Roll (including ELC)	144					
FME	17.5%					
SIMD Profile for establishment	7.1					
Attendance (%)	<b>Overall</b>	<b>94.05%</b>	<b>Authorised</b>	<b>4.52%</b>	<b>Unauthorised</b>	<b>1.43%</b>
Exclusion (%)	0%					
Attainment Scotland Fund Allocation (PEF and SAC)	PEF Allocation 2023/24: £9,800					



The Child Poverty (Scotland) Act 2017 places duties on public authorities to take action to reduce and mitigate child poverty. The mission of the Scottish Attainment Challenge is to use education to improve outcomes for children and young people impacted by poverty. The Pupil Equity Fund (PEF), launched in 2017, is allocated directly to schools and targeted at closing the poverty-related attainment gap.

Using the Scottish Attainment Challenge Logic Model we have identified actions (see below) and outcomes for this session. Our long-term aim is to close the poverty related attainment gap and embed a culture of excellence focused on equity and equality of opportunity, through our curriculum and learning environments. We aim to achieve this with medium term outcomes focused on high-quality **learning and teaching** and refining our use of **data and evidence** each school session. Our identified short-term outcomes for this session will concentrate on **Focus**: Sustained focus on physical and mental health and wellbeing, literacy and numeracy using pedagogical skills to improve personal achievement, attainment, and positive destinations for children and young people living in poverty.

**Cost of the School Day**

The current cost of living crisis has made it more difficult for many families with almost one in four children in Fife living in poverty before housing costs. We mitigate costs for a minority of our families through addressing Cost of the School Day, referrals to The Big Hoose and engaging in community activities which assist our families.

At Limekilns PS and Nursery we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who may already be experiencing poverty. We thus examine the cost of the school day through the following headings; Uniform, Travel, Learning, School Trips and Clubs.

**Stakeholder engagement**

We use pupil focus groups, questionnaires, surveys, termly newsletters, opportunities at family events and our website to engage and inform our stakeholders.

**Participatory Budgeting**

We consult with our Parent Council on how we propose to spend our PEF allocation.

Attainment Fund Rationale		Raise attainment in literacy		Amount of Fund	£1,800
<b>Intervention 1:</b> Within Literacy we have an attainment gap of 14% between Quintile 3 and Quintile 5, as such, we have identified a group of learners within Quintile 3 who are currently behind the expected level within CFE for their reading.					
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June		
<p>By June 2025, the children identified will have improved their reading level to have moved at least one phase closer to the expected CFE level date.</p> <p>By June 2025, we will have reduced the attainment gap between Quintile 3 and Quintile 5 to &lt; 14%.</p> <p><b>Progress and Impact reviewed termly by HT.</b></p>	<ul style="list-style-type: none"> <li>• Baseline reading assessments to be completed with identified learners to identify gaps and next steps</li> <li>• PSA, class teachers and SfL teacher will support individuals as identified through a variety of interventions best suited to the child's needs.</li> <li>• Additional PSA support for identified learners</li> <li>• Regular attainment meetings will identify progress for learners (at least every 6 weeks).</li> <li>• Further targeted support for P4 and P7 children prior to NSA in December and February.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data from June 2024 along with formative assessment to be used as baseline (appropriate to age and stage), CT and PSA to complete.</li> <li>• Class teachers, PSAs and SfL teacher will explicitly teach &amp; support agreed targeted areas.</li> <li>• Ongoing assessments throughout session utilising in-school literacy assessments, SfL consultations and regular tracking meetings with HT</li> <li>• Attainment discussions and records will identify trends and improvements.</li> <li>• Feedback from children about their progress (at least every 6 weeks).</li> </ul>			

<b>Attainment Fund Rationale</b>	Raise attainment in Numeracy	<b>Amount of Fund £3,550</b>
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Within Numeracy & Maths we have an attainment gap of 24% between Quintile 3 and Quintile 5, as such we have identified a group of learners within Quintile 3 who are currently behind the expected level within CfE for their numeracy and maths.

<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p>By June 2025, the children identified will have improved their numeracy level to have moved at least one phase closer to the expected CfE level date.</p> <p>By June 2025, we will have reduced the attainment gap between Quintile 3 and Quintile 5 to &lt; 24%.</p> <p><b>Progress and Impact reviewed termly by HT.</b></p>	<ul style="list-style-type: none"> <li>• Baseline numeracy assessments to be completed with identified learners to identify gaps and next steps</li> <li>• PSA, class teachers and Sfl teacher will support individuals as identified through a variety of interventions best suited to the child’s needs.</li> <li>• Additional PSA support for identified learners</li> <li>• Regular attainment meetings will identify progress for learners (at least every 6 weeks).</li> <li>• Further targeted support for P4 and P7 children prior to NSA in December and February.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data from June 2024 along with formative assessment to be used as baseline (appropriate to age and stage), CT and PSA to complete.</li> <li>• Class teachers, PSAs and Sfl teacher will explicitly teach &amp; support agreed targeted areas.</li> <li>• Ongoing assessments throughout session utilising in-school literacy assessments, Sfl consultations and regular tracking meetings with HT</li> <li>• Attainment discussions and records will identify trends and improvements.</li> <li>• Feedback from children about their progress (at least every 6 weeks).</li> </ul>	

