

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					
KEY 1.2 Leadership of learn 2.3 Learning, Teaching 3.2 Raising attainment	& Assessment	RELEVANT 1.1 Self-evaluation for self-improvem 1.3 Leadership of change 2.2 Curriculum 2.5 Family learning	nent	2.3 Learning,	ip of learning Teaching & Assessment children's progress .	RELEVANT 1.1 Self-evalu 1.3 Leadersh 2.2 Curriculu 2.5 Family le	m			
Expected Impact	Strate	Strategic Actions Planned		sibilities	Measure of Succ (Triangulation of Evidence/QI M		Timescales			
All children will experience planned, progressive learning experiences in numeracy and maths.	Strategic Actions Planned Audit practice using; - National thematic inspection questions - National sketch notes - Early Years Mathematics and Numeracy Rich environment Tool - Early Childhood Environment Rating Scale (ECERS) - Children's feedback Professional Knowledge & Development of Staff - National professional learning papers - National Numeracy and Maths Progression Framework (NNMPF) - Local Authority conceptual numeracy modules, numeracy QI and pedagogy in practice sessions		and PSAs Children's g HT, class tea	s, SfL teacher roups	Quantitative and Qualitative of collated and analysed, includion Observations SLT/peer classroom/playroom Jotter Monitoring PLJ monitoring Planning & Tracking discussion Achievement & Attainment dis SfL consultations People's Views Self-evaluation findings from s Audit results. Parent/carer feedback Children's feedback	ng; observations is scussions	Start T4 session 23/24, beginning of T1 24/25 session, then T4 Allocated time in session 24/25 inset days and QA calendar. Regular self-evaluation over session			
clear understanding of learning, teaching	Incorporate use of	Records of Understanding (Rus)	Class teache	ers	Parent Council feedback Pupil Participation Groups					
& assessment in Numeracy and Maths resulting in a consistent approach		's overviews and learning ays linked to school/nursery	HT and class	s teachers	Data BASE/ELIPS data analysis Achievement & Attainment of all children Audit results. CfE declarations/predictions analysis NSA and regular assessment data analysed.		Start T1			
across the school leading to most	Develop use of BAS historic analysis.	E/NSA data to ensure current and	HT, Class tea ELC practitio				Start term 1 and continuing over each term,			

achievement in N&M Develop use of assessment across all year groups Create bank of targeted interventions Looking outwards to other setting for examples of	teacher, children's groups HT, teachers HT, teachers HT, ELC practitioners,	QI data Record of Understandings Interactions with families	Start term 1 and continuing over each term, added to QA calendar. Complete by end of T2.
Create bank of targeted interventions Looking outwards to other setting for examples of	HT, teachers HT, teachers	_	each term, added to QA calendar.
Create bank of targeted interventions Looking outwards to other setting for examples of	HT, teachers	Interactions with families	calendar.
Create bank of targeted interventions Looking outwards to other setting for examples of	HT, teachers		
Looking outwards to other setting for examples of			Complete by end of T2.
Looking outwards to other setting for examples of			Complete by end of T2.
	HT FLC practitioners		
offective prestice and have the supervise a depted to use	•		
effective practice and how they may be adapted to use in our context.	class teachers and PSAs		Start T1.
			Start T2.
Sharing of information and learning with families	All staff		
through;	Parent/carers		
- Maths week			Start T2.
- National numeracy day			
			Maths week – T1
- Stay and plays (nursery)			National numeracy day – T3
			School website – start T2.
			Family time (school) every term
			Stay and plays (nursery) – every
			term
- -	Sharing of information and learning with families through; - Maths week	Sharing of information and learning with families through; - Maths week - National numeracy day - School website - Family time (school) - Stay and plays (nursery)	Sharing of information and learning with families through; - Maths week - National numeracy day - School website - Family time (school) - Stay and plays (nursery)

Education Directorate Improvement Plan: Equality & Equity – Health & Wellbeing

Focused Priority 2: (ELC & School)

All staff will develop their inclusive practice through professional learning to ensure positive relationships, wellbeing and engagement of all children.

HGIOS4 Quality Indicate	ors			HGIOELC Q	uality Indicators		
KEY 1.2 Leadership of learning 2.4 Personalised support 3.1 Ensuring wellbeing, equal	ity and inclusion.	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 2.5 Family learning 3.2 Raising attainment and achievement		2.4 Personalis	and management of practitioners	 1.3 Leadership 2.2 Curriculum 2.5 Family lear 	1
Expected Impact	Stra	rategic Actions Planned Respon		sibilities			Timescales
CIRCLE Framework Primary CIRCLE Framework Primary Education Scotland's educators CIRCLE framework Primary Education Scotland's educators Through an improved knowledge and understanding of inclusion across the school community, universal and targeted supports will be more robust to support needs of our children and	Audit practice using - How Nurturing Is Our School - How good Is Our Additional Support for Learning - Circle Inclusive Classroom scale Professional Knowledge & Development of Staff - ASIST – energy accounting - Circle Framework – school - Early Years – national module – Building confidence in identifying and responding to ASN - Implementation of use of Early Years National Induction resource - Local Authority – PSA Promoting positive relationships Whole School Focus using Glasgow Wellbeing & Motivation Profile (GWMP) to further develop			k ELC s r to lead, rrs and PSAs. ractitioners.	Measure of Success (Triangulation of Evidence/QI Methodology) Quantitative and Qualitative data will be collated and analysed, including; Observations SLT/peer classroom/playroom observations SfL consultations Monitoring understanding of wellbeing indicators – children's groups People's Views Parent/carer feedback Self-evaluation findings from staff Pupil Focus Groups Children's feedback Feedback from audits		Start T4 session 23/24, beginning of T1 24/25 session, then T4 Allocated time in session 24/25 inset days and QA calendar. PSA – Nov Inset PSA/teachers/EYOs – Feb inset Start term 1 and continuing over each term, added to QA calendar
improve outcomes for all children.	Use of GWMP to	o track and monitor H&W of children	Class teache	ers	Data Leuven scale data analysis		T1 and T3
Through planned opportunities with parents/carers,		use of National and Local planning ked to Getting It Right for Every Child	HT and SfL t	eacher	GMWP data analysis Audits Circle inclusive classroom scale		Start T1

knowledge of wellbeing	Development of inclusive space within school	HT, SfL teacher,	Analysis of parent/carer engagement with	Beg T4 session 23/24,
& inclusion will be	building	children's group and	activities/strategies	
developed and this will		PSAs	Measure impact of interventions and	
ensure they can support	Implement universal & targeted interventions for	HT, teachers and PSAs	triangulate data with children's, staff and	Start T1
children in their learning	wellbeing and resilience.		families views, observations	
in health & wellbeing			Impact analysis of above to inform next	
	Looking outwards to other setting for examples of	All staff	steps.	
	effective practice and how they may be adapted to			Nov/Feb Inset
	use in our context			
	Sharing of information and learning with families	HT, teachers, ELC		
	through;	practitioners and PSAs		Start T2
	- School website			
	- Family time (school)			
	- Stay and plays (nursery)			

Education Directorate Improvement Plan: Achievement

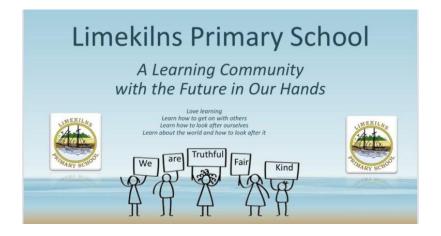
Focused Priority 3 : (School)

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

 HGIOS4 Quality Indicators

	HGIOS4	Quality Indicators				
Key 1.2 – Leadership of Le 2.2 – Curriculum 2.3 – Learning, Teach 3.2 – Raising attainm	ing and Assessment	Relevant • 1.3 – Leadership of Change • 2.4 - Personalised Support • 3.1 – Ensuring wellbeing, equality and inclusion				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)			
All children will experience planned, progressive learning experiences across the broad general education. All staff will enhance their assessment skills through planned assessment and	 Professional Learning Activity As part of collegiate sessions staff will engage in professional dialogue on assessment of all areas of the curriculum. All staff will use CfE benchmarks for all curriculum areas to engage in moderation activities. Develop knowledge of meta skills to support reporting progression of skills. 	Led by HT All staff	Data Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc	Term 1 Term 2 Term 1		
moderation activity, this will ensure all children are making progress across all areas of the curriculum All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their	 Forward Planning All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. Staff will develop confidence in planning for assessment. 	Led by HT All staff	People's Views Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feeback from moderation activity Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum	Term 1 Term 2 Term 3 Term 4		

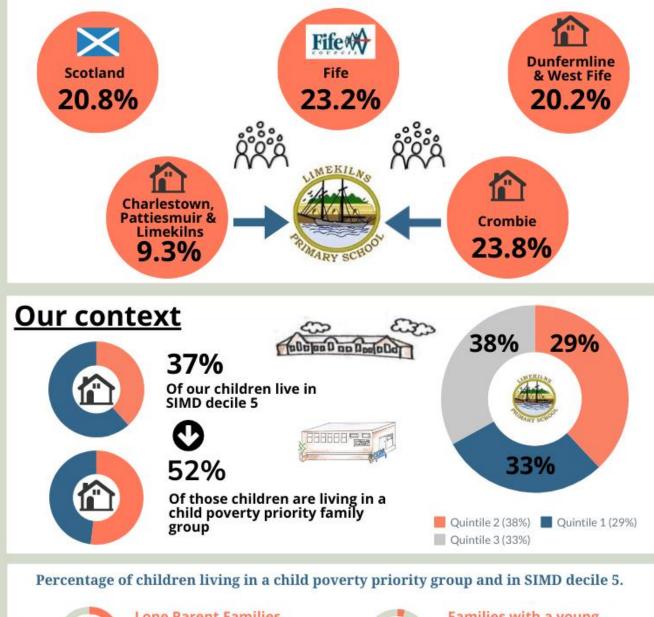
entitlement to a broad	Tracking & Monitoring		Observations	
general education.	- All staff in liaison with SLT will develop their	Led by HT	Forward planning documentation monitoring	Term 2
	understanding of the Progress Framework. This will be	All staff	Jotter sampling – literacy/numeracy and	
Through planned	used to track progress in learning across the curriculum		other curriculum areas	Term 3
opportunities with	and record targeted interventions for individual or			
parents/carers, knowledge	cohorts of children.		Classroom observations linked to identified	
of the broad general			areas of the curriculum (QA calendar)	
education will be developed	Reporting			
and this will ensure they can	- All staff will be familiar with the reporting framework	Led by HT	Focus for LP – analysis of data, Learning	Term 4
support children in their	built into Progress and this will support reporting to	All staff	experiences across the curriculum/identified	
learning across the	parents/carers at key points throughout the session.		area of curriculum, parent/pupil views of the	
curriculum	- All staff will use the reporting aspect of the framework	All class teachers	delivery of the curriculum	
	to complete end of session written reports to ensure all	and EYOs		
	parents/carers have access to an annual written report			
	which is informed by professional judgements.			
	Learning, teaching and assessment			
	- Create achievement of level information for children	Led by HT		Term 1
	and families.			Term 3
	- Focus for parent/carer workshops/open mornings –			
	sharing progression across identified curricular areas,			
	- share information on school website			
				Term 1
	Curriculum Rationale	All staff		Term 2
	- A Curriculum Rationale will be developed to ensure it is			Term 3
	reflective of the experiences all children are			Term 4
	experiencing across the school in relation to the BGE.			
Ongoing Evaluation				



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





		n for se		•	£9,800											
					Sc	hool Con	text									
Sahaal Ball (including	144															
School Roll (including ELC)	144						<u>o</u>	our cont	<u>ext</u>		\$C>	E	>			
FME	17.5%								37%	ſ	aDalas D ao Da	a Dua	3	8% 2	9%	
SIMD Profile for establishment	7.1								Of our ch SIMD dea		ve in					
Attendance (%)	Overall	94.05%	Authorised	4.52%	Unauthorised	1.43%			Ø		666668	P		224		
Exclusion (%)	0%								52%					33%		
Attainment Scotland Fund Allocation (PEF and SAC)	PEF Alloc	ation 2023	8/24: £9,800						Of those child por group	e childrei verty pri	n are living in ority family	n a	Quintil	e 2 (38%) 🔳 Q e 3 (33%)	uintile 1 (29%)	
Using the Scottish Attainme	o . nt Challeng	e Logic Mo	odel we have i	dentified			Fund (PEF) omes for th					-				-
embed a culture of excellen on high-quality learning anc focus on physical and menta	ce focused I teaching a al health an	on equity and refinin	and equality o g our use of d a	f opporti ata and e	actions (see belo unity, through ou widence each scl	ow) and outc r curriculum nool session.	omes for th and learnin Our identif	his session. ng environm fied short-te	Dur long-te ents. We a rm outcom	erm ain aim to a nes for	n is to clos Ichieve th this sessic	e the p is with on will	ooverty mediui concen	related a n term ou crate on F	ttainmen itcomes f ocus : Sus	gap a ocuse taine
embed a culture of excellen on high-quality learning anc focus on physical and menta	ce focused I teaching a al health an	on equity and refinin	and equality o g our use of d a	f opporti ata and e	actions (see belo unity, through ou widence each scl cy using pedagog	ow) and outc r curriculum nool session.	omes for th and learnin Our identif mprove pe	his session. ng environm fied short-te ersonal achie	Dur long-te ents. We a rm outcom	erm ain aim to a nes for	n is to clos Ichieve th this sessic	e the p is with on will	ooverty mediui concen	related a n term ou crate on F	ttainmen itcomes f ocus : Sus	gap a ocuse tainec
Using the Scottish Attainme embed a culture of excellen on high-quality learning and focus on physical and menta young people living in pover The current cost of living cri families through addressing At Limekilns PS and Nursery poverty. We thus examine t	ce focused I teaching a al health and ty. sis has mad Cost of the we recogni	on equity and refining d wellbein le it more of School Da ise the nee	and equality o g our use of d a g, literacy and difficult for ma ay, referrals to ed to reduce th	f opporto ata and e numera any famili The Big I ne Cost o	actions (see belo unity, through ou evidence each sch cy using pedagog Cost c ies with almost o Hoose and engag f the School Day	ow) and outo r curriculum nool session. ical skills to of the Sch ne in four ch ing in comm for all our yo	omes for th and learnin Our identif mprove pe ool Day ildren in Fif unity activin ung people	his session. (ng environm fied short-te ersonal achie fe living in p ities which a e and particu	Dur long-te ents. We a rm outcom vement, at overty before ssist our fa ilarly for our	erm ain aim to a nes for ttainmo ore hou milies. ur your	n is to clos ichieve th this sessio ent, and p ising costs	se the p is with on will ositive s. We r	ooverty mediu concen destina nitigate	related a n term ou crate on F tions for costs for	ttainmen itcomes f ocus: Sus children a minori	gap a ocused tainec ind y of o
embed a culture of excellen on high-quality learning and focus on physical and menta young people living in pover The current cost of living cri families through addressing At Limekilns PS and Nursery	ce focused I teaching a al health and ty. sis has mad Cost of the we recogni he cost of t	on equity and refinin d wellbein le it more o School Da ise the nee he school o	and equality o g our use of d a g, literacy and difficult for ma ay, referrals to ed to reduce th	f opporto ata and e numerad any famili The Big I ne Cost o ne follow	actions (see belo unity, through ou evidence each sch cy using pedagog Cost c ies with almost o Hoose and engag f the School Day	ow) and outo r curriculum nool session. ical skills to of the Sch ne in four ch ing in comm for all our yo	omes for th and learnin Our identif mprove pe ool Day ildren in Fif unity activin ung people	his session. (ng environm fied short-te ersonal achie fe living in p ities which a e and particu	Dur long-te ents. We a rm outcom vement, at overty befor ssist our fa ilarly for ou and Clubs	erm ain aim to a nes for ttainme ore hou milies. ur your	n is to clos ichieve th this sessio ent, and p ising costs	se the p is with on will ositive s. We r who m	ooverty mediu concen destina nitigate	related a n term ou crate on F tions for costs for	ttainmen itcomes f ocus: Sus children a minori	gap a ocuse tained nd y of o

Attainment Fund Rationale	Raise attainment in literacy	Amount of Fund £1,800
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Intervention 1:

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
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. By June 2025, we will have reduced the attainment gap between Quintile 3 and Quintile 5 to < 14%. Progress and Impact reviewed termly by HT.	 Baseline reading assessments to be completed with identified learners to identify gaps and next steps PSA, class teachers and SfL teacher will support individuals as identified through a variety of interventions best suited to the child's needs. Additional PSA support for identified learners Regular attainment meetings will identify progress for learners (at least every 6 weeks). Further targeted support for P4 and P7 children prior to NSA in December and February. 	 Assessment data from June 2024 along with formative assessment to be used as baseline (appropriate to age and stage), CT and PSA to complete. Class teachers, PSAs and SfL teacher will explicitly teach & support agreed targeted areas. Ongoing assessments throughout session utilising in-school literacy assessments, SfL consultations and regular tracking meetings with HT Attainment discussions and records will identify trends and improvements. Feedback from children about their progress (at least every 6 weeks). 	

Amount of Fund £3,550

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.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
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. By June 2025, we will have reduced the attainment gap between Quintile 3 and Quintile 5 to < 24%. Progress and Impact reviewed termly by HT.	 Baseline numeracy assessments to be completed with identified learners to identify gaps and next steps PSA, class teachers and SfL teacher will support individuals as identified through a variety of interventions best suited to the child's needs. Additional PSA support for identified learners Regular attainment meetings will identify progress for learners (at least every 6 weeks). Further targeted support for P4 and P7 children prior to NSA in December and February. 	 Assessment data from June 2024 along with formative assessment to be used as baseline (appropriate to age and stage), CT and PSA to complete. Class teachers, PSAs and SfL teacher will explicitly teach & support agreed targeted areas. Ongoing assessments throughout session utilising in-school literacy assessments, SfL consultations and regular tracking meetings with HT Attainment discussions and records will identify trends and improvements. Feedback from children about their progress (at least every 6 weeks). 	
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Pupil Equity Funding Projected Spend



School (select from drop (Limeklins Primary School
PEF Allocation 2024/25:	£ 9,800.00
Underspend 2023/24	1172
Total	£ 10,972.00

2024-2025 Projected/Anticipated Spend

	Literacy		Numeracy			Health & Wellbeing				
Category	Brief Description	Cost	Category	Brief Description		Cost		Category	Brief Description	Cost
			Practical maths materials	Classroom resources	2	900.00 650.00				
			Numeracy resources/programme	assesamenta	2	650.00				
Total Spend		£ -	Total Spend		£	1,550.00		Total Spend		£ -

Staffing			Other			
Staffing	FTE	Cost	Category	Brief Description	Cost	
PSA 3 PSA 2	0.38	£ 4.750.00	other (please detail)	2.5% Utinary Charge	£ 245.00	
PSA 2	0.12	£ 3,602,00				
				_		
Total Spend		£ 8,352.00	Total Spend		£ 245.00	

\sim	Improving life
	chances for all
$\langle \mathcal{S} \rangle$	chances for all

Amount of spend planned	2	10,147.00
Unallocated spend		\$825.00