

National Improvement Framework Priority: Improvement in attainment, particularly in Numeracy. Closing the attainment gap.				
Focused Priority: Raising attainment in Numeracy through conceptual understanding				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1.For all teaching staff and EYOs to effectively make sound assessment judgements when working within a level. All Children will be working within the correct level, with appropriate support and challenge, meeting their needs. 2.All children will have access to DYW, recognising the importance of Numeracy, and being able to highlight the skills needed in different ways.	<ul style="list-style-type: none"> • All teaching staff and EYOs to engage in professional learning as part of collegiate nights. • All teaching staff and EYOs to use Fife Numeracy and Mathematics Progressions. • All Teaching staff and EYOs to use Records of Understanding to track progress. • Upskilling teachers and EYOs from Nursery – P7 in using the Numeracy Progression Pyramids <ul style="list-style-type: none"> • DYW pupil leadership group to promote careers and job, with particular focus on skills in Numeracy. • Creation of a YouTube Channel/Podcast to engage with employers. 	SLT Cluster PT – Numeracy All staff from Nursery to P7 Leadership group Miss Lonie & Mrs Ritchie	Feedback from training from staff. Progress and attainment meetings and discussions. Data from CfE levels and declarations. Data from BASE and NSA. DYW statements as part of teacher planning and progress tracked. Pre and post survey relating to interest in DYW and skills needed.	Collegiate nights between August – December 2024. Termly progress and attainment meetings. Leadership group formed and DYW survey by October 2024 YouTube Channel/Podcast up and running by January 2025. Content added on a termly basis.

<p>3. The profile of Numeracy to be raised from Nursery – Primary 7. This will encourage almost all children to learn and understand how important Numeracy is and how it links to the world of work.</p>	<ul style="list-style-type: none"> • Professional dialogue with all staff around raising the profile of Numeracy • Create a Numeracy policy with expectations in class/in school and at home around supporting with Numeracy. • School to take part in Scottish Maths Week, Termly Numeracy rich tasks, and National Numeracy Day. • Opportunities for learners going 'above and beyond' in their Numeracy and Maths learning, to be recognised. 	<p>SLT Numeracy Working Party</p> <p>All Staff from Nursery to P7.</p>	<p>Draft Numeracy Policy feedback from learners, staff, parent/carers, and partners.</p> <p>Class visits</p>	<p>Initial dialogue in August/September</p> <p>Numeracy policy to be in draft from before October holidays.</p> <p>Partnership working throughout the year.</p>
<p>4. Upskilling parent/carers and families, as partners, to further develop knowledge and understanding of Conceptual Numeracy approaches being used in school. This in turn will enable parents and carers to support learning at home when needed.</p>	<ul style="list-style-type: none"> • Staff to continue with focus on further developing conceptual numeracy and approaches such as magic number, spider maths, investigate a number, and flexible numbers. • Consult with parent/carers and families around what they feel would help to support with Numeracy e.g. parent information sessions, pupil-led numeracy morning, Sway with examples. • Create a parent booklet to encourage families in supporting their children with Numeracy, and in turn promote consistency of approaches between school and home. 	<p>All Staff from Nursery to P7.</p> <p>Numeracy Working Party</p> <p>SLT</p>	<p>Baseline examples of children's work, using approaches mentioned (Model for improvement – quantitative and qualitative data)</p> <p>Questionnaire feedback from parents/carers and families.</p>	<p>Evidence gathered at the beginning and end of each term (ongoing)</p> <p>Parents/Carers to be consulted October 2024.</p> <p>Booklet/Help guide prepared January 2025.</p>
<p>5. All children to be able to use Maths confidently in real life</p>		<p>All Staff from Nursery to P7.</p>	<p>Feedback from Children</p>	

<p>contexts initially through outdoor learning.</p>	<ul style="list-style-type: none"> • Staff to engage with training on Maths outdoors through Creative Star • Staff to implement training throughout the week in class/outdoors 	<p>Numeracy Working Party</p> <p>SLT</p>	<p>Feedback from staff</p> <p>Attainment data</p>	<p>Evidence gathered at the beginning and end of each term (ongoing)</p> <p>Child focus groups</p>
<p>Ongoing Evaluation</p>				

National Improvement Framework Priority: Attainment				
Focused Priority: Year 1 of a 2 year priority. Planning for a progressive curriculum for all children in all 8 areas of the curriculum. For benchmarks to be used to measure children’s progress and achievement of a level across the broad general education.				
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		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		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1. All children will experience planned, progressive learning experiences across the broad general education. 2. All staff will be more confident in using and planning for assessment and moderation, allowing all children to make progress across all areas of the curriculum	<ul style="list-style-type: none"> All Staff will engage in professional dialogue and reading in relation to expressive arts, RME and social studies All staff will engage in moderation activities by using the CfE benchmarks for expressive arts, RME and social studies 	SLT Cluster PT – Numeracy All staff from Nursery to P7 Louisa Ritchie and SLT	Feedback from training from staff. Progress and attainment meetings and discussions. Data from CfE levels and declarations. Data from BASE and NSA. Teacher’s views of the new system. Professional dialogue during planning, tracking and attainment meetings. Professional dialogue from moderation activities	Collegiate nights between August – December 2024. Termly progress and attainment meetings. October 2024 – December 2024 Termly October – December 2024

<p>3. All staff will use their professional judgement and assessment evidence to track children's progress across all areas of the curriculum.</p> <p>4. Through Family Fridays and other opportunities throughout the year, parent/carer knowledge and understanding of the broad general education will be developed in order for children to be supported across the curriculum.</p>	<ul style="list-style-type: none"> • All staff to become familiar with meta skills and be able to use these at the appropriate level • Progression pathways will be used for all curricular areas • Assessment and moderation lead will continue to develop planning for assessment to ensure professional judgements • All staff will engage with professional development to develop their understanding of the Progress Framework. • The framework will be used to track progress in learning and attainment in all areas of the curriculum and to record targeted interventions. • All staff will use the reporting aspect of the framework to complete end of session reports which will allow all parents/carers to have an annual written report for their child. • All parents/carers will have the opportunity to see learning across curricular areas through Family Fridays and other open days throughout the year. 	<p>SLT</p> <p>Louisa Ritchie SLT All Staff</p>	<p>Feedback from staff around the use and impact of meta skills.</p> <p>Pupil focus group views.</p> <p>Jotter monitoring in Literacy, Numeracy and other curricular areas.</p> <p>LP visit – to look at one of the identified areas of the curriculum (expressive arts, RME or social studies).</p>	<p>February/March 2025</p> <p>December 2024</p> <p>Termly</p> <p>Term 3</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in Reading. Closing the attainment gap.				
Focused Priority: Raising attainment in Reading				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 Leadership of learning 1.2 - 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			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	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1. All children will be given planned opportunities to read for enjoyment which will ensure they have access to books they enjoy and in turn increase their vocabulary.	<ul style="list-style-type: none"> School to engage in the Reading Schools Award through submitting an action plan with evidence to demonstrate completion of tasks on the plan. Paired Reading – planned opportunities across the whole school Reading Café to be facilitated from Primary 1 – Primary 7 All staff to be consistent in following the reading policy to ensure all children are given opportunities to read for enjoyment Reading area to be created outside for all children to access 	SLT Reading working party Pupil Focus group	Feedback from children re. Reading Café and paired reading Feedback from staff re. paired reading Progress and attainment meetings and discussions. Children accessing the outdoor area and choosing to read there	By May 2025 for Reading Schools Award February Termly By May 2025

<p>2. Through planned opportunities with partners and parents/carers, the amount of reading during the school day will increase, allowing children to have a wide range of experiences in reading to make progress in the achievement of a level.</p>	<ul style="list-style-type: none"> Planned visits to the local library Increase connections with the library service Planned opportunities in school for parents and carers to be involved in reading with children Family Friday to have a focus on reading for enjoyment with a range of books and resources for parents to see and use with the children. 	<p>SLT Class teachers PSAs Reading Working Party</p>	<p>Feedback from partners</p> <p>Feedback from parents</p> <p>Class visits</p>	<p>Throughout the year</p>
<p>3. Upskilling all staff (Nursery – Primary 7) by completing training on skills for reading which will ensure effective teaching and learning is evident in classes.</p>	<ul style="list-style-type: none"> All staff to engage in professional learning 	<p>All staff from Nursery – Primary 7</p> <p>Reading Working party</p> <p>SLT</p>	<p>Feedback from training from staff – follow up with pupil focus groups and class visits</p> <p>Data from CfE levels and declarations through planning and tracking meetings</p> <p>Data from BASE and NSA</p>	<p>WfL training from September – January</p> <p>National Literacy Trust training dates tbc</p>
<p>Ongoing Evaluation</p>				

National Improvement Framework Priority:				
Focused Priority: To develop outdoor learning in Nursery				
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 3.2 Securing Children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>1. All children will be given planned opportunities to engage in challenging, progressive and creative learning outdoors. This will ensure they have relevant life skills, specifically focusing on communication and early literacy and numeracy skills.</p> <p>2. All children to have enhanced learning experiences and outcomes through the effective use of the outdoors, including the nursery garden, school grounds and the wider community</p>	<ul style="list-style-type: none"> Nursery to develop a termly outdoor learning plan with a focus on Literacy, Numeracy and H&W initially To further develop the Nursery garden and continue to use this as an interdisciplinary resource for learning To develop relevant, challenging learning experiences in outdoor spaces, including the wider community, following on from the interest of the child Staff training and independent research, e.g. creative star education, to be implemented in learning and teaching 	SLT EYOs Parents	Feedback from children – floor books Feedback from staff Feedback from Parents Progress meetings and discussions Feedback from partners Observations and PLJs Self-assessment and evaluations Planning documents and discussions	October 2024 Ongoing August and November INSET days

<p>3. To ensure outdoor learning in the Nursery is consistent so that learning outdoors is embedded in the day to day experiences for all children</p>	<ul style="list-style-type: none"> • Staff to look outwards to other nurseries to further their own professional development • Staff to share existing good practice within an outwith their own establishment • Outdoor learning to be embedded into planning • Staff to engage with parents and carers to develop their understanding of the importance of outdoor learning and to create strong links with home 			<p>By March 2025</p> <p>By March 2025</p> <p>By October 2025</p> <p>By December 2024</p>
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Ongoing Evaluation

Session 2024-2025 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2024/25	£ 112,700
School Context (copied from SIP)	
<p>Mountfleurie Primary has 298 children in P1 – P7 across 11 classes. Our Nursery has 59 children across two playrooms and our under 3 provision has 15 children in one playroom.</p> <p>Nursery provision is 9am – 3pm with children having the opportunity to be in all day, term time.</p> <p>The profile of the school is made up of:</p> <p>Care experienced: 1.3%</p> <p>ASN: 21.4%</p> <p>EAL: 3.7%</p> <p>Armed Forces: 2%</p> <p>Young Carers: 4%</p> <p>Values: Safe, Ready and Respectful</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>Mountfleurie Primary School recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty.</p> <p>We look closely at the school day through uniform, trips, eating, home learning, after school clubs and the community around us. We have a breakfast club every morning (after 9am) which is funded by Stephen's the Bakers (this has now been funded for the past 4 years). We have a pre-loved school uniform rail where parents can pick up clothes for free. In recent years, we have sought funding from Cash for Kids and Dynamic Earth to provide school trips for a minimal cost to families. We provide free after school clubs available to all children from Primary 1 – Primary 7.</p> <p>We strive to make coming to school affordable for all through making things accessible for all. We actively seek out funding opportunities to allow some of our most vulnerable children to be included.</p>	

Stakeholder engagement

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

All parents/carers had the opportunity to feedback on PEF and what this looks like moving into next session (please see below):

9. As part of our Pupil Equity Fund (PEF) this year, we have used the funding for:

- additional teachers to raise attainment
- to fund SMART TVs for almost all classrooms
- Additional resources for classrooms e.g. digital technology
- to fund SeeSaw in all classes
- to fund the School App
- to fund Maths Assessments

Please click on the the PEF interventions you feel would be beneficial for next session:

Additional Staff to help raise att...	44
Continue to fund further Digital ...	31
SeeSaw	20
School App	8
Other	1



The learning council were also consulted. All children in the learning council wanted to see more digital opportunities within school.

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

N/A

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) £92,650 (NQT)		
<p>Attainment in Mountfleurie has a similar trend year on year, where Primary 1 and Primary 4 attainment has met the stretch targets, where Primary 7 hasn't. Additional staff has previously allowed a number of children who live in SIMD 1-4 attain in Literacy and Numeracy, where they previously wouldn't have.</p> <p>Additional Staff to be allocated (1FTE and 0.78FTE probationers) to raise attainment in Literacy and Numeracy, particularly in Primary 4 and Primary 7 (session 2024-25). Current attainment for these cohorts of children is: Primary 4 (24-25): Reading – 60%, Writing – 54.3%, Numeracy – 48.6% Primary 7 (24-25): Reading – 75%, Writing – 56.8%, Numeracy – 56.8%</p> <p>Within this, these are the identified children: Primary 4: Reading – 2 children 12 months behind, 5 children 6 months behind. Writing – 5 children 12 months behind, 5 children 6 months behind. Numeracy – 4 children 12 months behind, 4 children 6 months behind. Primary 7 – Reading – 3 children 18 months behind, Writing – 9 children 18 months behind, Numeracy – 8 children 18 months behind, 2 children 6 months behind.</p>			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>For all identified children in Primary 4 and Primary 7 who are not on track to be involved in specific interventions. These interventions will allow the children to meet their expected level by the end of the year. Some of these interventions link to the SIP priority of raising attainment in Numeracy.</p> <p>Attainment in Numeracy will increase from 57% to 80% in Primary 7 and from 57% to 80% in Primary 4.</p> <p>Attainment in Reading will increase from 75% to 82% in Primary 7 and from 60% to 78% in Primary 4.</p> <p>Attainment in Writing will increase from 57% to 78% in Primary 7 and from 57% to 89% in Primary 4.</p>	<p>An additional teacher will have focused groups of children. Baseline assessments will be carried out to ensure they know where gaps are in learning.</p> <p>Team teaching will allow whole class lessons to be split up more effectively.</p> <p>Interventions will be planned termly.</p>	<p>Baseline assessments will allow initial data to be gathered.</p> <p>End of term assessments will ascertain the progress made.</p> <p>Pupils views will allow for teaching to be adapted and observations will also help with this.</p> <p>Through planning, tracking and assessment meetings, professional judgement will also allow further planning and discussions to take place.</p>	

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) £3400 (SeeSaw for 3 years)	
Parental engagement is very important, and with many parents and children using technology for this, it is important we have the right communications with parents in our community. This allows parents to see their child's learning and what progress they have made.			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
For all parents and carers of children in Nursery and school to have access to their child's learning through the use of SeeSaw. This will allow parents to see their child's learning and what progress they are making. This will allow more parents to be involved in school and nursery and for them to identify where they can support their child at home.	SeeSaw to be purchased by school from Nursery – Primary 7. A whole school agreement on the frequency of communications to parents and carers. Monitoring of the impact of the use of SeeSaw.	Parental views. Views of the staff on impact on learning at home. Views of children and how they use it in school and at home.	