

Pitlessie Primary School



Standards and Quality Report *Achieving Excellence and Equity*

Context

Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC setting times • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	13 pupils in one P1-7 class			
FME	0% 15.8% three-year rolling average			
SIMD Profile for establishment	3.8			
Attendance (%) - 95.51% Stretch Target – 95.4%	Authorised	3.88%	Unauthorised	0.61%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£5,400			

Vision, Values and Aims

“Learn, Achieve, Succeed!”

Honesty

Kindness

Respect

Positivity

In May 2023, we launched a shared project with our community and families to create a new Vision, Values and Aim for our school which reflects our strengths as a rural school embedded in our wonderful natural environment, a small school where everyone is welcome and a digital savvy school where we are looking ahead to the future. We have collated the ideas gathered from our families and our community and created a draft which has been shared with our community.

Our draft Vision, Values and Aims are out for consultation with our families. We hope to finalise these before the summer and launch in August. The underlying theme is one of growth using the metaphor of a seed growing into a strong tree.

Our Vision ~

Small Beginnings – Big Dreams

Our Values ~

We are....

A Community where we can be ourselves, be safe and feel happy

A Community that fosters kindness, respect and friendships

A digital Community that looks to the future

A Community that will help us grow and reach our potential

Our Aims ~

To grow ourselves as learners

To grow our community of friends

To grow a love for our environment

To grow – so we can all achieve our potential

We have asked our families whether they feel it is time to redesign our school badge so that it reflects our new Vision, Values and Aims.

Improvement Priority Session 2022 – 2023

Priority 1 – Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.

NIF Priority

Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

NIF Driver

- Teacher Professionalism: how we support teachers in their professional development
- Parental Engagement: how we ensure the maximum benefit of parental involvement and engagement in children’s learning and in the life of the school.

HGIOS 4 Quality Indicators

1.3 – Leadership of change

2.2 – The Curriculum

2.3 – Learning, teaching and assessment

2.6 – Transitions

2.7 - Partnerships

3.3 – Increasing creativity and employability

<ul style="list-style-type: none"> - Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all. - School Improvement: every school has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. 		
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	Yes	Continued into next session	Yes – year 2 of a 3- year priority
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Progress:

- The class teacher used an audit to define the digital journey of the school. This gathered an overview of the IT available and how it was being used as well as information from parents and children on the way children were using technology. This led to a clear focus on Creating with Technology and Digital Literacy across the curriculum. This was also cross-referenced with Education Scotland’s Features of Highly Effective Digital Learning and Teaching in Schools (2022).
- Mrs Latto and Mrs O’Brien took part in the Digital Connector’s SEIC programme which facilitates reflection on the school’s digital journey and identifications of next step. It also scaffolded the process of evidencing our journey towards the Digital Schools award.
- As a result of grant funding applied for last session, the school is now very well resourced. An audit of resourcing identified significant gaps in the resourcing required for the effective teaching of computational thinking. The school also had no iPads. The school now has 1:1 iPads and Netbooks. We have coding resources which support the teaching of computational thinking from the early through to the third level.
- We have embedded Cyber Resilience and Internet Safety Es and Os into our Health and Wellbeing rolling programme. This ensures that these core progressive skills are taught yearly with the children to reinforce key messages around keeping safe in the digital world.
- A Digital Leaders group was created to provide leadership opportunities for the children within our digital journey. They identified the priority of leading the school approach to cyber resilience and internet safety. They created SMART messages for online safety (Safe, Meet, Accept, Reliable, Tell) as a code of practice for keeping safe and shared this with the other children at assembly.
- An application to the Digital Xtra fund allowed us to purchase additional iPads and resources to allow us to run a coding club at school. An extra-curricular coding lunchtime club is offered universally to all children, led by the Digital Leaders and the class teacher. All children have attended at some point in the session. Its focus is on Scratch Junior with infants and Micro:bits with P4-7 children.
- All learners use Seesaw freely to share their learning. All children in P4-7 also take responsibility for sharing key items of learning connected to their learning targets.

Impact:

- The class teacher has a strong, clear and ambitious vision on how to continue to move the school forward on its digital journey. She has taken part in regular professional learning in digital, learning and teaching at a local and national level. This CPD impacts directly on the learning experiences provided in the classroom.
- The class teacher reported her increased confidence in using a range of technology to support learning following participation in professional development. This has helped her to ensure that digital technology is now very effectively woven into children's experiences across the school day and across the curriculum.
- *All learners have access to online platforms and digital tools where they can create, edit, share and collaborate with each other e.g. Glow. Learners can access shared online platforms either in school or at home.*
- *Learners can access digital devices to learn, when and where appropriate and learners have regular opportunities for digital/online collaboration.*
- *Learners in P4-7 exercise choice when, what and how they use digital technology in their learning. They can use their digital skills across all curricular areas, and across the four contexts of learning.*
- *Digital accessibility tools (Apple, O365) are used to support all learners. In addition, children who require additional supports have access to technology as relevant to their Child's Plans and Learner Profiles. For example, children use talk to text function, Clicker, Microsoft Lens, Ivona and a variety of other assistive functions with increasing confidence to support their learning across the curriculum. Where appropriate useful additional supports are universally available (e.g. Immersive Reader). Pupils will benefit from ongoing opportunities to embed these skills.*
- We have established a learner group of digital leaders or champions who work across the school to share digital knowledge and skills.
- From the focus groups of Learners in P4-7, all were able to a) talk about their skills in computational thinking and b) list these skills and c) talk about at least two career pathways for computational thinking.

Next Steps:

- Continue to review and update Curriculum Rationale in line with the strong digital characteristics the school is developing.
- Continue to collate evidence for the Digital Schools award on the school OneNote. Apply for the Digital Schools award in Session 23/24.
- Next session will be year 3 of the three-year improvement cycle.

Priority 2 - By May 2023, learners at Pitlessie experience a consistent approach to the structure of learning and teaching through the 4-part model. Staff and learners have a clear understanding of what high-quality learning and teaching looks like at Pitlessie.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

- Teacher Professionalism: how we support teachers in their professional development

HGIOS 4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 1.3 – Leadership of change
- 2.3 – Learning, teaching and assessment**
- 2.6 – Transitions
- 3.2 – Raising attainment and achievement

<ul style="list-style-type: none"> - Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all. - School Improvement: every school has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. 		
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	Yes	Continued into next session	Yes
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Progress:

- We moved to a single class school from August. Our learning environment was redesigned at the summer. Our play provision was extended into previous office space. Our office was moved into the upper classroom, along with the staffroom and a quiet learning space created for intervention groups. Our projected roll moving forwards sees us stable at one class.
- Our dining hall was reinstated. Eating together is important as it allows us to build important social skills around eating and drinking. Table covers and cutlery pots were purchased. Vases were created for flowers from the garden. All this contributed to creating a calm and peaceful space for eating.
- Mrs Beveridge retired at the end of Term 2. Mrs Beveridge had taught at Pitlessie for 29 years. In partnership with the local community, we celebrated her time with the school. Mrs Latto, Mrs Beveridge’s job-share partner for the past two sessions, was appointed full time permanent teacher for Pitlessie. This ensures consistency for us moving forwards and allows us to continue to build on improvements made.
- The 4-part model is established practice in school. There is need to further consider how to effectively use a symbolised approach in a multi-composite setting where teaching is rotated on a continuous basis.
- Focussed self-evaluation of 2.3 has taken place with next steps for improvement identified. Current strengths include effective approaches to valuing play as learning in the early years. *Digital literacy and skills are embedded across the curriculum and used creatively to support learning and teaching.* Pace and challenge are evident in learning and teaching with 38% of our children predicted to achieve the next level earlier than national predictions. *Interventions are in place and targeted to reduce identified attainment gaps.* Mrs Latto is a skilled and highly-reflective practitioner.
- The development of outdoor learning and the effective use of our local environment for learning was identified as an area for improvement as part of our audit of 2.3. We have formed a partnership with Tony Creadland from Lochore Outdoor Centre. He has helped us to identify a local area of woodland next to the River Eden. We aim to investigate the Natural Connections award as a structure for progression within Outdoor Learning next session.
- The class teacher has made a connection with the Eden Angling Society and Sustainable Cupar around looking after the River Eden’s ecosystem. We have been given the opportunity to engage in an invertebrate study to analyse the health of the river. The children have taken photos of the river using our iPads and edited these in school. We hope to be involved ongoingly in the protection and conservation of our local environment.
- We took part in a joint outdoor learning session with Dairsie PS making use of their woodland space to create animations using iPads. *We would like to further explore the creative use of technology as part of outdoor learning through play in the early years and to provide challenge for our older learners.*

- *Analysis of attainment data identified intervention foci for individuals and small groups within numeracy and literacy. Interventions have included:*
 - *Rapid Reading – focussing on decoding and comprehension strategies to support greater reading fluency*
 - *Phonic support for our youngest learners (recognition and blending skills)*
 - *SEAL assessment and interventions*
 - *Fine motor skills*
 - *Movement breaks*
 - *Writing – sentence building*
- *We have successfully embedded the use of adaptive software (Sumdog and Lexia) to provide targeted support for identified areas within reading, writing and numeracy. This is used to provide targeted practice of core skills and is particularly helpful in our multi-composite class – allowing children to independently access and practice learning at the appropriate level.*
- *Managing differentiation in a P1-7 multi-composite is a challenge. We have identified effective differentiation as a focus for next session, particularly within the Broad General Education where some contexts can prove a barrier to meeting the wide range of learning needs.*
- *Our Curriculum Rationale has been reviewed. This will be shared with Parents and Carers next session once we have finalised our Vision, Values and Aims.*

Impact:

- *Staff have a clear awareness of the strengths and development priorities in 2.3.*
- *Pupils experience a consistent approach to the structure of lessons using the 4-part model when appropriate. There is a need to consider how the display of this can be utilised efficiently and effectively in a P1-7 multi-composite.*
- *The majority of pupils are able to give examples of what high quality learning and teaching looks like to them and the majority of pupils are able to talk about their learning, their next steps and what helps them.*
- *Almost all pupils are eager and active participants in their learning and are resilient and motivated.*
- *Interventions have resulted in a decreased attainment gap.*
 - *We have reduced the gap in reading and writing attainment for targeted individuals as a result of intensive interventions in the use of Rapid Reading to support decoding skills and the use of technology in literacy across the curriculum.*
 - *SEAL resources are being used to support learners at the first level and have been used to successfully target gaps in conceptual understanding.*
 - *Targeted use of technology to reinforce concepts learned alongside the use of technology to remove the barriers of reading text heavy Numeracy tasks has made a positive impact for targeted learners.*

Next Steps:

- *Explore options to look outwards to explore good practice in multi-composite settings (P1-7, whole class).*
- *Join SEIC small schools' network to provide opportunities to engage with and learn from practitioners and HTs with similar contexts. Identify a model of good practice that has received positive external scrutiny to visit.*
- *Undertake professional learning in effective differentiation.*

- Audit current rolling BGE programme and identify contexts which are more effectively differentiated for multi-level multi-composite classes.
- Track and monitor attainment across the Broad General Education through the LA pilot of Progress.

Attainment of Children and Young People (Primary and Secondary)

As cohort level data could identify individual pupils – only headline school level data are included in the SQR we publish on our website and share with our families.

Session – 2022~2023

Table 1 – Overall attainment for 22/23

Overall Attainment for 2022~2023		
	Literacy	Numeracy
School Level Data	67%	56%

Table 2 - % of pupils ahead of national expectations

	Reading	Writing	Listening and Talking	Numeracy
School (% of total pupils)	38%	38%	38%	38%

Table 3 - Attainment when compared to LA Stretch Targets

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
77.0%	67%	81.4%	56%

Evaluative statement of attainment over time.

- Overall attainment in Literacy and English is good. All learners are making good progress from prior levels of attainment. Our attainment gap is related to ASN.
- All pupils in P1 and P4 are on track with national expectations in reading, writing and listening & talking.
- Most learners in P1-7 (77%) are on track to achieve national expectations in Literacy. Of these learners, 38% are predicted to achieve the next level early.
- Overall attainment in Numeracy and Mathematics is good. All learners are making good progress when compared to prior levels of attainment.
- The majority of learners (69%) are on track to achieve national expectations in Numeracy. Of these learners, 38% are predicted to achieve the next level early.
- *SEAL resources are being used to support learners at the first level and have been used to successfully target gaps in conceptual understanding.*

Evidence of significant wider achievements

- Primary 1-7 wrote, scripted and staged their own nativity. They then performed this for parents and carers – the first in-person nativity we have had since Christmas 2019. (Confident Individuals and Successful Learners)
- We have made a connection with the Eden Angling Society and Sustainable Cupar around looking after the River Eden's ecosystem. We have been given the opportunity to engage in an invertebrate study to analyse the health of the river. (Effective Contributors and Responsible Citizens)
- P5-7, in partnership with P5-7 from Ladybank, welcomed Scottish Opera to lead a production of The Curse of the MacAbbra Opera House for Parents and Carers in March. We received excellent feedback on the children's positive engagement, how well they had learned and performed their parts and their performance on the day. (Confident Individuals and Successful Learners)
- All P6 pupils in the Bell Baxter cluster have been trained as Peer Mediators by Scottish Peer-mediation – our two P5s joined the training. Our two P5s are delivering peer-mediation outside for the children if required. At the start of next session, this group of children will train and mentor our current P4 cohort with the support of teaching staff. Almost all pupils reported increased confidence in supporting pupils to resolve conflict and all enjoyed the training. (Effective Contributors and Responsible Citizens)
- We have attended a number of sporting festivals across the session giving a wide variety of pupils the opportunity to experience sport in a club or competitive setting. Most of our learners (87%) had the opportunity to attend one of these festivals and represent our school. We only missed one festival and this was due to staffing constraints as it took place whilst our P7s were at Lagganlia. We recognise the value of giving our children many and varied opportunities to meet and play with children from other schools. (Effective Contributors and Confident Individuals)
- We have used inactive data from school and community club involvement to target pupils this session. We have run regular football sessions and also a targeted multi-activity club for an identified group. As a result, all pupils have been engaged in physical activity and sport this session at Pitlessie. (Effective Contributors and Confident Individuals)
- One of our P7s attended Lagganlia for their P7 residential at the end of May. The group received praise from the Centre for their resilience, knowledge of their environment and impeccable behaviour. We were very proud of them all. (Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens)
- We established Leadership groups and all our learners are a member of a group (these were formed using pupil choice slips). Each group has identified an action plan and begun to undertake improvement work on behalf of the school. They had fed back to assembly regarding their work so far. (Confident Individuals and Responsible Citizens)
 - o Digital Leaders led by Anna Latto (Class teacher)
 - o Eco Committee led by Vicky Green (SSA)
 - o Pupil Council led by Lesley O'Brien (HT)
- We have sought to re-establish stronger links with our community this session post-covid. (Effective Contributors and Responsible Citizens)
 - o Involved in the renovation of the Pitlessie Park including the choice of play equipment purchased. The children were asked to be there for the first cutting of the turf and then to open it once it was complete
 - o Designed front cover for the Fife Show 2023
 - o Took part in the Scarecrow competition at the Fife Show.
 - o Visited our local farm during lambing and were able to watch 4 lambs being born.

- Held 6 Bookbug sessions in school which have been advertised in the local community. This allowed us to welcome into school families and childminders with younger children, enabling us to build relationships early with families in our catchment.
- The school is involved in the local events within the community including the Geology Society, the Duck Race and the Flower & Plant show.

Feedback from External Scrutiny:

Our LP took place on 15th March 2023.

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

Strengths

- The class teacher has a strong, clear and ambitious vision on how to continue to move the school forward on its digital journey. Staff and pupils are able to outline the school's strengths in the use of IT.
- From the focus groups of Learners in P4-7, all were able to a) talk about their skills in computational thinking and b) list these skills and c) talk about at least two career pathways for computational thinking.
- The class teacher reported her increased confidence in using a range of ways to use technology to support learning following participation in professional development. This has helped her to ensure that digital technology is now very effectively woven into children's experiences across the school day and across the curriculum.
- As a result of grant funding applied for last session, the school is now very well resourced. An audit of resourcing identified significant gaps in the resourcing required for the effective teaching of computational thinking. The school also had no iPads. The school now has 1:1 iPads and Netbooks. We have coding resources which support the teaching of computational thinking from the early through to the third level.
- Learners in Primary 4-7 take on a digital literacy leadership role, leading learning in digital skills across the school e.g. through Coding Club and sharing SMART messages for online safety (Safe, Meet, Accept, Reliable, Tell).
- Children who require additional supports have access to technology as relevant to their Child's Plans and Learner Profiles. For example, children use talk to text function, Clicker, Microsoft Lens, Ivona and a variety of other assistive functions to support their learning across the curriculum. Where possible/appropriate useful additional supports are universally available (e.g. Immersive Reader).

Areas for Improvement

- Continue to review and update Curriculum Rationale in line with the strong digital characteristics the school is developing.
- Continue to explore overlaps in learning and teaching improvement aspects across Ladybank and Pitlessie.
- Explore options to look outwards to explore good practice in multi-composite settings (P1-7, whole class).

PEF Evaluation/Impact

Targeted Interventions

- Targeted interventions within literacy and numeracy led by a PSA
 - Rapid Reading
 - Fine-motor practice

- Phonic recovery
- Use of SEAL programme to tackle conceptual gaps in understanding for individuals
- Use of digital technologies to support learning through effective use of adaptive programs, Office 365 and Apple assistive features.
- Pupil participation in extra-curricular sport and physical activity is increased to 90%.
- All pupils are able to access all aspects of the life of the school regardless of financial circumstances.

Progress:

- A PSA has supported pupils as individuals and small group for additional inputs based on diagnostic assessment information. This has included daily inputs on Rapid Reading, fine motor skills and targeted phonic follow-up to recover sounds not retained.
- A diagnostic baseline was carried out with individuals to identify conceptual numeracy gaps using the Highland Diagnostic Numeracy assessments. SEAL resources were purchased to support recovery work and this was supported by a PSA twice weekly.
- 5 additional iPads were purchased to allow targeted individuals to access Apple assistive features across the curriculum. This has enabled us to have 1:1 with iPads when taken together with our Digital Xtra grant.
- Football sessions were provided each term by Marc Young, an SFA coach. These were initially funded by PEF funding and latterly by SFA grant funding. This enabled all pupils to have access to extra-curricular activity over the course of the session.
- A Cost of Living survey was carried out in partnership with Parents and Carers. The results were analysed in partnership with our Parent Council and next steps identified. Parents and Carers identified the most beneficial methods for receiving information. Uniform was identified as a significant cost. We have introduced a uniform recycling event in the middle of June. This will allow parents and carers to exchange uniform that is currently too small for hopefully larger sizes. This includes uniform, gym kit, coats and shoes/trainers.
- No costs have been passed to families for external trips or festivals. These costs have been covered by the use of universal bus passes, grant funding and staff using cars to transport pupils to festival rather than mini-buses.

Impact:

Please refer to evidence of impact throughout SQR in italics. These aspects have been financed with PEF finance. In summary:

- Targeted interventions have resulted in a decreased attainment gap.
 - We have reduced the gap in reading and writing attainment as a result of intensive interventions in the use of Rapid Reading to support decoding skills and the use of technology in literacy across the curriculum.
 - SEAL resources are being used to support learners at the first level and have been used to successfully target gaps in conceptual understanding.
 - Targeted use of technology to reinforce concepts learned alongside the use of technology to remove the barriers of reading text heavy Numeracy tasks has made a positive impact on attainment for targeted individuals.
- Digital accessibility tools (Apple, O365) are used to support all learners. In addition, children who require additional supports have access to technology as relevant to their Child's Plans and Learner Profiles. For example, children use talk to text function, Clicker, Microsoft Lens, Ivona and a variety of other assistive functions with increasing confidence

to support their learning across the curriculum. Where appropriate useful additional supports are universally available (e.g. Immersive Reader).

- We have used inactive data from school and community club involvement to target pupils this session. We have run regular football sessions and also a targeted multi-activity club for an identified group. As a result, all pupils have been engaged in physical activity and sport this session at Pitlessie. This exceeds our target of 90%.

School/Setting Name – Pitlessie Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	Not Applicable
2.3 Learning, teaching and assessment	Very Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	
3.3 Increasing creativity and employability			Good	

Headteacher – Lesley O'Brien

Session 2023~2024 Improvement Plan

National Improvement Framework Priority: <ul style="list-style-type: none"> - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy. 		National Improvement Framework Driver: <ul style="list-style-type: none"> - Teacher and practitioner professionalism - Parent/carer involvement and engagement - Curriculum and assessment 		
Focused Priority: Increase pupil, staff and family engagement in digital technologies to support the development of digital skills for learning, life and work.				
HGIOS4 Quality Indicators				
1.3 – Leadership of Change 2.3 – Learning, teaching and assessment 3.3 – Creativity and Employability <ul style="list-style-type: none"> - Digital Innovation - Digital Literacy 				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All learners experience a progressive, differentiated digital literacy curriculum that is relevant and coherent.</p> <p>Most learners are fully involved in planning learning, using digital tools and platforms where appropriate e.g. using devices to gather learner voice.</p>	<ul style="list-style-type: none"> - Begin to use new PICT planning pyramids from August 2023. - Involve Learners in P4-7 in using the pyramids to identify next steps in learning and what will help them. - Learners have access to digital devices to learn, when and where appropriate and learners have regular opportunities for digital/online collaboration. - Learners are given increasing opportunities to exercise choice in when, what and how they use digital technology in their learning. They have the opportunity to use their digital skills across all curricular areas, and across the four contexts of learning (Opportunities for personal achievement, Interdisciplinary learning, Ethos and life of the school as a community and Curricular areas and subjects) 	<ul style="list-style-type: none"> - Anna Latto - Anna Latto and Vicky Green - Anna Latto - Anna Latto 	<ul style="list-style-type: none"> - Pupil focus group - Pupil feedback gathered at assembly - QA processes – moderation of learning, direct observation - Map of digital skills across 4 contexts for learning 	<ul style="list-style-type: none"> - August 23 - Ongoing - Map undertaken in Jan 24
<p>Staff know and understand the needs of their learners and planning includes the appropriate use of digital technology to ensure curriculum accessibility.</p> <p>Most pupils are able to identify how technology supports their learning.</p>	<ul style="list-style-type: none"> - All Learners with ASN have a Learner Profile which details how technology is used (alongside other strategies) to support learning. - Learner Profiles are reviewed annually, include pupil voice and are shared with families as updated. - Pupils are able to identify their next steps and what will help them. Pupils are given regular opportunities to reflect on how technology supports their learning. 	<ul style="list-style-type: none"> - Lesley O'Brien - Lesley O'Brien - Anna Latto and Vicky Green 	<ul style="list-style-type: none"> - Pupil focus group - Pupil feedback gathered at assembly - QA processes – moderation of learning, direct observation 	<ul style="list-style-type: none"> - From August 23 - LPs reviewed annually - Summary of Supports

<p>Digital accessibility tools (Apple, O365) are used to support all learners.</p>	<ul style="list-style-type: none"> - Digital Summary of Support created for learners with ASN and used to ensure supply or visitors to school are able to access quickly what supports are in place for learners. - Embed use of Microsoft Lens, Office 365 assistive features, Ivona/Word Talk and Talk to Text functions across the curriculum. 	<ul style="list-style-type: none"> - Lesley O'Brien - Anna Latto 		<ul style="list-style-type: none"> - completed by Jan 24 - 365 embedded ongoingly
<p><i>Almost all learners are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities which involve using digital technology.</i></p> <p><i>All learners have the opportunity to use their digital skills across all curricular areas, and across the four contexts of learning.</i></p>	<ul style="list-style-type: none"> - <i>Investigate ways to integrate the use of technology to enhance our approaches to outdoor learning in session 24/25 (wildlife webcams, binoculars, digital microscopes, weather monitoring technology, lightbox, using iPads outside as recording devices for images, video and sound).</i> - <i>Identify resources which will support the creative use of technology in outdoor learning.</i> - <i>Apply for grant funding to enhance provision alongside PEF funding for resources.</i> 	<ul style="list-style-type: none"> - <i>Lesley O'Brien and Anna Latto</i> - <i>Anna Latto</i> - <i>Lesley O'Brien</i> 	<ul style="list-style-type: none"> - <i>Potential grant funding source identified and applied for.</i> - <i>List of potential technology identified.</i> - <i>Pupil focus groups</i> - <i>Pupil questionnaires</i> - <i>Direct observations</i> 	<ul style="list-style-type: none"> - <i>Ongoing</i> - <i>June 2023</i> - <i>By May 2024</i>
<p>Staff have opportunities to share their digital practice with others. Staff have opportunities to lead developments in digital learning and teaching across the school and cluster.</p> <p>Most learners are recognised for their digital skills and/or digital leadership.</p>	<ul style="list-style-type: none"> - Collate evidence of our digital improvement work in a One Note. - Engage with Gemma Sanderson to seek feedback on strengths and next steps before applying for our Digital Schools Award. - Apply for Digital Schools Award. - Provide an opportunity for Anna and our pupils to share our digital journey with Ladybank PS and at a cluster level. 	<ul style="list-style-type: none"> - Lesley O'Brien and Anna Latto - Lesley O'Brien - Anna Latto - Lesley O'Brien 	<ul style="list-style-type: none"> - One Note - Direct observations, pupil, staff and parent voice 	<ul style="list-style-type: none"> - Aug-Jan 24 - Sept 23 - When appropriate - Post digital schools assessment
<p>Ongoing Evaluation</p>				

<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> - Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people’s health and wellbeing - Improvement in attainment, particularly in literacy and numeracy. 	<p>National Improvement Framework Driver:</p> <ul style="list-style-type: none"> - School improvement - Teacher and practitioner professionalism – rights and participation - Performance information
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Focused Priority: By May 2024, pupils in a multi-composite P1-6 have learning experiences, particularly in the Broad General Education, that are effectively differentiated to meet learner needs. Staff are using data effectively to track and monitor progress.

HGIOS4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement**
- 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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All learners experience a curriculum that is effectively differentiated to meet their needs.</p> <p>Staff confidence in meeting broad range of needs within a P1-6 multi-composite has increased.</p> <p>The majority of pupils report that their learning needs are being met.</p>	<ul style="list-style-type: none"> - Pitlessie to join SEIC small schools network. - Identify a small school which is an example of good practice (e.g. recently inspected with good feedback from Education Scotland) to visit. - <i>HT and CT to visit school and identify actions which will enhance practice at Pitlessie.</i> - Create a single class school network of HTs and CTs across SEIC. - Audit current rolling BGE programme and identify contexts which are more effectively differentiated for multi-level multi-composite classes. 	<p>Lesley O’Brien Lesley O’Brien</p> <p>Lesley O’Brien and Anna Latto Lesley O’Brien</p> <p>Lesley O’Brien and Anna Latto</p>	<ul style="list-style-type: none"> - New BGE rolling programme finalised with newly identified contexts for learning. - Identified actions with impact data gathered (Staff meeting minutes). - Pupil focus groups. - Learning Partnership feedback report. 	<ul style="list-style-type: none"> - By May 2024 - Actions – Dec 23 - Impact gathered – May 2024 - LP – Nov 23 - LP – Nov 23
<p><i>All learners experience a progressive and differentiated approach to outdoor learning which is embedded in our curriculum. (23/24 and 24/25)</i></p>	<ul style="list-style-type: none"> - <i>Audit local approaches to planning a progressive approach to outdoor learning (including Natural Connections and Falkland Footsteps).</i> - <i>Engage with Tony Credland from Lochore Outdoor Centre – particularly around the Natural Connections Award from the John Muir Trust.</i> 	<p><i>Lesley O’Brien and Anna Latto</i></p> <p><i>Anna Latto</i></p> <p><i>Lesley O’Brien, Anna Latto and Vicky Green</i></p>	<ul style="list-style-type: none"> - <i>Draft progression agreed.</i> - <i>Local destination agreed. Permission sought from landowners. Beginning to be used for outdoor learning.</i> 	<ul style="list-style-type: none"> - <i>May 24</i> - <i>From June 23</i> - <i>Term 2</i>

	<ul style="list-style-type: none"> - <i>Audit provision in the school garden. Create a two-year action plan to enhance the play provision and provide opportunities to extend learning for our older children.</i> - <i>Investigate ways to integrate the use of technology to enhance our approaches to outdoor learning in session 24/25 (wildlife webcams, binoculars, digital microscopes, weather monitoring technology, lightbox, using iPads outside as recording devices for images, video and sound). Apply for grant funding to enhance provision.</i> 	<p><i>Lesley O'Brien and Anna Latta</i></p>	<ul style="list-style-type: none"> - <i>Potential grant funding source identified and applied for.</i> - <i>List of potential technology identified.</i> 	<ul style="list-style-type: none"> - <i>Term 3/4</i>
<p>All learners' progress is tracked across the BGE. Progress is moderated to ensure consistency of assessment judgements.</p> <p>Staff confidence in tracking and monitoring of pupil progress has increased.</p>	<ul style="list-style-type: none"> - School involved in Progress pilot at a LA level. - Pupil progress from TRAMS transferred into Progress. - Assessment of benchmarks across the curriculum entered into Progress as BGE judgements. - Approach to tracking and monitoring moderated at school level with Ladybank and A.N. Other school in the LA. - New reporting format used to share pupil progress and tracking with parents and carers. 	<p>Led by Jackie Funnell Lesley O'Brien Anna Latta</p> <p>Lesley O'Brien</p> <p>Anna Latta</p>	<ul style="list-style-type: none"> - A variety of evidence is gathered to effectively track pupil progress. - Progress data – pupils tracked across the curriculum. - Staff feedback. - Moderation data. - New reporting format. - Parental feedback on new format. 	<ul style="list-style-type: none"> - Ongoing - By May 2024 - May 2024 - As per LA - May 2024
Ongoing Evaluation				

Attainment Fund Rationale		Amount of Fund - £5,400	
Our attainment gap is driven by additional support needs rather than poverty related. This session, we are investing in key literacy and numeracy resources targeted at supporting our learners not at risk of attaining. We are also investing in our outdoor area to extend and enhance the provision for play and also for extending the learning of our older learners. Key learners respond well to learning outdoors so maximising the opportunities to take learning meaningfully outdoors will have multiple benefits.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
Decrease the attainment gap by 6 months for identified learners within numeracy outcomes.	<ul style="list-style-type: none"> - Use Highland Numeracy diagnostics to identify next steps within SEAL programme for identified pupils. Target PSA support to run small group interventions to address identified gaps. - Purchase concrete maths resources to support progress from conceptual to abstract. - Purchase Leckie and Leckie maths resource to provide conceptual understanding focussed reinforcement for pupils at early through to second level and release teacher planning and preparation time. - Continued use of Sumdog adaptive program to target identified gaps in learning and provide tailored practice of key concepts. 	<ul style="list-style-type: none"> - Attainment data - Ongoing tracking and monitoring of progress using Progress - Diagnostic assessments – both baseline and impact - Sumdog reports 	
<p>Decrease the attainment gap for identified learners in reading and writing by 6 months.</p> <p>Improve transcription skills for identified individuals improving efficiency and legibility.</p>	<ul style="list-style-type: none"> - Diagnostic assessments and analysis of standardised data (NSAs and BASE) to identify pupils for targeted support in literacy. - PSA to support intervention groups identified in: <ul style="list-style-type: none"> o Fine motor skills o Phonic recovery o Tools for writing – sentence building, word attack skills and writing stamina - Continued use of Lexia and Nessy to provide adaptive practice of core skills. - Use of PM writing to provide focussed input on writing. 	<ul style="list-style-type: none"> - Attainment data - Ongoing tracking and monitoring of progress using Progress - Diagnostic assessments – both baseline and impact - Lexia and Nessy reports 	

<p>All children and young people are participating in a range of progressive and creative outdoor learning experiences which are a core part of our curriculum.</p> <p>Pitlessie is providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors.</p>	<ul style="list-style-type: none"> - Audit local approaches to planning a progressive approach to outdoor learning (including Natural Connections and Falkland Footsteps). - Audit provision in the school garden. Create a two-year action plan to enhance the play provision and provide opportunities to extend learning for our older children. Purchase identified resources. - Investigate ways to integrate the use of technology to enhance our approaches to outdoor learning in session 24/25 (wildlife webcams, binoculars, digital microscopes, weather monitoring technology, lightbox, using iPads outside as recording devices for images, video and sound). Apply for grant funding to enhance technology provision. 	<ul style="list-style-type: none"> - Ongoing tracking and monitoring of progress using Progress - Direct observations - Pupil focus groups - 	
<p>All pupils are able to access all aspects of the life of the school regardless of financial circumstances.</p> <p>Families are aware of the support that school can provide.</p>	<ul style="list-style-type: none"> - Continue to provide additional uniform, shoes, gym kit for families. - Provide school resources for learners such as pencils etc. - Fund external trips for any family where finance is a barrier. 	<ul style="list-style-type: none"> - Number of families supported. 	

PEF Plan 2023~2024

Pupil Equity Financial Plan Session 2023- 2024 (Business manager has this template)

[Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

