

Appendix B - Session 2024-2025 Improvement Plan

<p>Education Directorate Improvement Plan: Equality & Equity//Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement</p>	
<p>NIF Priority: Improvement in children and young people’s health & wellbeing. (Scottish Government, 2023)</p>	
<p>NIF Driver: Parental Engagement: How we ensure the maximum benefit of parental involvement and engagement in children’s learning and the life of the school. (Scottish Government, 2023)</p>	
<p>Focused Priority 1: Mental Health and Wellbeing- Working with families to support emotional wellbeing and resilience. Staff and pupils will work together with families and partners to develop a shared understanding of emotional wellbeing, where our learners will benefit from high quality emotional wellbeing activities, interventions, and support.</p>	
<p>HGIOS4 Quality Indicators:</p>	<p>HGIOELC Quality Indicators</p>
<p>1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation 1.1 Self-evaluation for self-improvement-analysis and evaluation of intelligence and data 1.1 Self-evaluation for self-improvement-Impact on learners’ successes and achievements. 2.1 Leadership of Learning- professional engagement and collegiate working 3.1 Leadership of change- Developing a shared vision, values and aims relevant to its school and community. 1.3Leadership of change- Strategic planning for continuous improvement 1.3 Leadership of change- Implementing improvement and change 1.5 Management of resources to promote equity- management of finance for learning. 2.1 Safeguarding and child protection- arrangements to ensure wellbeing 2.5 Family Learning- Engaging families in learning 2.5 Family Learning-Early Intervention and prevention 2.5 Family Learning-Quality of Family Learning Programmes 2.7 Partnerships- The development and promotion of partnerships 2.7 Partnerships-Collaborative learning and improvement 2.7 Partnerships-Impact on learners 3.1 Ensuring well-being, equality, and inclusion- Wellbeing</p>	<p>1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation 1.1 Self-evaluation for self-improvement-evidenced based improvements 1.1 Self-evaluation for self-improvement-Impact on learners’ successes and achievements. 1.1 Leadership of Learning- professional engagement and collegiate working 2.1 Leadership of change- Developing a shared vision, values and aims relevant to the ELC setting and its community. 1.3 Leadership of change- Strategic planning for continuous improvement. 1.3 Leadership of change-Implementing improvement and change 1.5 Management of resources to promote equity- management of finance for learning. 2.1 Safeguarding and child protection- arrangements to ensure wellbeing 2.5 Family Learning- Engaging families in learning 2.5 Family Learning-Early Intervention and prevention 2.5 Family Learning-Quality of Family Learning Programmes 2.7 Partnerships- Engagement of parents and carers in the life of the setting 2.7 Partnerships-The promotion of partnerships 2.7 Partnerships-Impact on children and families</p>

3.1 Ensuring well-being, equality and inclusion- Equality and inclusion		3.1 Ensuring wellbeing, equality and inclusion-wellbeing 3.1 Ensuring wellbeing, equality and inclusion-inclusion and equality		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><u>Long term:</u></p> <p>Agency Gain mastery of tasks and learn different skills which empowers parents/carers to feel they have the skills needed for success.</p> <p>Affiliation A sense of belonging to the school and community.</p> <p>Autonomy Increased sense of control and feeling of trust and capability to manage own/child's behaviours and goals.</p> <p>Parents acknowledge the rights and responsibilities, empowered to fulfil their roles as duty bearers within the convention.</p> <p>All families to be aware of wellbeing approaches</p>	<p>Professional Learning Parental Engagement Use Epstein's 6 types of parental involvement and Goodall's 5 types of parental engagement to create a strategy that ensures equitable partnership working with families across our school community.</p> <p>Parent UNCRC group- Creation of Parent Charter linked to UNCRC.</p> <p>Parental Engagement Learning and teaching Additional and Intensive Support</p>	<p>School Leadership Team and parent groups.</p> <p>Parent volunteers, Pupil group, Sarah Matheson, Parent Council</p> <p>Local Authority Professional Learning Team Health and Wellbeing Lead C.Mc.</p>	<p>Evidence linked to HGIOS 4 Quality Indicator tracker to identify strengths and next steps.</p> <p>Parents aware of their role and responsibilities linked to the UNCRC- sharing their learning and impact of learning with UNCRC accreditation team. Base-line and post input evaluations.</p> <p>Parent/carer survey will see a greater than 30% increase in parents recognising how we support resilience at Pitteuchar</p>	<p>Year 1- August 2024-June 2025</p> <p>August 2024 to June 2025</p> <p>August- new pupil groups trained and existing ambassadors training refresh.</p>

<p>used universally and additionally.</p> <p>Opportunities for open dialogue and emotional wellbeing between parents. Build trust through shared experiences.</p> <p>Opportunity for further dialogue through PEEP style family sessions with safe space for adults to talk.</p> <p>Increased engagement in shared wellbeing learning activities for targeted families.</p> <p>Increased availability of support resources for use at home</p> <p>Improvements in identified areas from the Glasgow Motivation and Wellbeing Profile Survey for all identified children.</p>	<p>PEF used to allow our Health and Wellbeing lead/Local authority 'Our Minds Matter' lead, 'Kitbag', 'Emotion Works', and 'Decider Skills' trainer be out of class to continue leading these approaches.</p> <p>Emotion Works -whole school Kit Bag- additional Decider Skills- intensive targeted approach.</p> <p>Parental Engagement Cup-a-chats for new parents. 1:1 invitations for those unable to attend. Share overview of existing supports and open-ended questions about suggestions/offering/needs. ELCC and School</p> <p>Additional and Intensive Support Wellbeing resource activity bags and mini kitbags/Fix it Emotion Works symbolised folders available in lending library. Use of the CIRCLE effective communication with parent tools. Shared sensory circuit activities.</p>	<p>Pupil Groups Kitbag ambassadors Lead CMc Parent council Parents Partners School Leadership Team ELCC Team and ELCC Teacher</p> <p>HWB Pupil Group School Leadership Team Parent Council reps (GB and RL) to lead PEEP group Parents</p> <p>Nicola Taylor (Active Schools co-ordinator) and Claire Macnamara</p>	<p>West by May 2025 (revisit survey)</p> <p>Increased engagement in parent groups by at least 20% By June 2025</p> <p>Track attendance against uptake of wellbeing resources from lending library. Track termly.</p> <p>Data from GWB survey Active Schools co-ordinator collates and shares school/cluster/locality data.</p> <p>Track requests for assistance across all agencies.</p>	<p>School and ELCC- August 2024 ELCC new starts-January 2025 ELCC new starts April 2025</p> <p>September 2024 and May 2025</p> <p>August 2024-May 2025</p> <p>Termly opportunity for every year group from September 2024.</p>
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<p>Reduction in parent requests for CAMHS/Educational Psychology referral as first action, by at least 25%</p> <p>Increased engagement in family activities (other than shared learning events) by 50%</p> <p>Increased engagement of adults at Parent run discos/Movie Nights.</p> <p>Improved mental health reported by targeted families.</p>	<p>Sharing of Glasgow Wellbeing survey questions and trends in data with families. Parent/carer reflection on own strengths and needs at same age and now. Sign up available for parent group.</p> <p>Parental Engagement</p> <p>Family (by year group) free breakfasts on rotation with Kitbag, Emotion Works, Decider Skills activities (on rotation.) Pupils to send invitations. Use community spaces for events to track impact of venue on attendance</p> <p>Regular check-ins/cuppa chats/phone calls</p> <p>Partnership Working Professional Learning Parental Engagement</p> <p>Educational Psychologist sessions- teenage brain, co-regulation, Anxiety, and Resilience.</p> <p>Sleep Clinic Sessions</p>	<p>School Leadership Team with Breakfast club pupil group, Kitbag pupil ambassadors, HWB pupil groups, class teacher and HWB lead CMc. Magic Breakfast rep visit. Parents Active Schools Co-ordinators Glenrothes College Michael Woods Sport and Leisure Centre Community Activity Reps Auchmuty Adult Learning Centre Family Support Service Parents</p> <p>Educational Psychologist</p> <p>ADHD Sleep Clinic Team (Iona Cook)</p> <p>Health Visiting Service</p> <p>SLT Teachers EYOs Parent council communications lead School admin</p>	<p>Qualitative data through gathered comments, anonymous survey. Sign in sheet for each year group. CIRCLE Collaboration (2021) toolkit.</p> <p>Feedback from Parent Council Team. Track attendance at each event. Gather feedback through Microsoft forms and comments at event. My Star Family Support impact toolkit. Parent Groups to meet with Learning Partnership Team.</p>	<p>Throughout year from September 2024 Online request sheet and videos available all year.</p> <p>Track from August 2024-June 2025. Calendar in agreement with partners from August 2024.</p> <p>Termly from August 2024-June 2025</p>
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<p>Updated Fife family Engagement Strategy to be written.</p>	<p>Health Visitor drop in sessions</p> <p>QR codes used to signpost parents to support displays at each entrance, Parent Council Facebook and School App.</p> <p>Professional Learning Partnership Working Opportunities for parent/teacher/pupil led '5 Ways to wellbeing' events linked to assembly themes. Target families with low attendance. Learn, Give, Connect, Take Notice, Active</p> <p>Partnership working Julie Anderson to join local authority Family Engagement Strategy Team</p>	<p>Local Authority HWB leads (LS and MB) Resources- CMc Support for learning teacher. Parents</p> <p>Julie Anderson Local Authority</p>	<p>To be agreed</p>	<p>August 2024-June 2025</p>
<p>Ongoing Evaluation</p>				

This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement	
<p>NIF Priority: 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 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 achievement, particularly in literacy and numeracy. (Scottish Government, 2023)</p> <p>NIF Driver: Parent/carer engagement and family learning Curriculum and assessment (Scottish Government, 2023)</p>	
Focused Priority 2: Curriculum Rationale – Co-creation of a refreshed curriculum rationale which is relevant, inclusive, equitable and aspirational. What do we want for our children and how will we achieve it?	
HGIOS4 Quality Indicators:	HGIOELC Quality Indicators
1.1 Self-evaluation for self-improvement- Collaborative approaches to self-evaluation 1.1 Self-evaluation for self-improvement- Ensuring impact on learners’ successes and achievements 1.2 Leadership of learning-Professional engagement and collegiate working 1.2 Leadership of learning- Children and young people leading learning 1.3 Leadership of change- Strategic planning for continuous improvement 2.2 Curriculum- Rationale and design 2.2 Curriculum- Development of the curriculum 2.2. Curriculum- Learning pathways 2.2 Curriculum- Skills for learning, life and work. 2.3 Learning, teaching and assessment- Learning and engagement 2.5 Family learning- Engaging families in learning 2.5 Family learning-Quality of family learning programmes	1.1 Self-evaluation for self-improvement- Collaborative approaches to self-evaluation 1.1 Self-evaluation for self-improvement-Ensuring impact of success for children and families 1.2 Leadership of learning-Professional engagement and collegiate working 1.2 Leadership of learning- Children leading learning 1.3 Leadership of change- Strategic planning for continuous improvement 2.2 Curriculum- Rationale and design 2.2 Curriculum-Learning and development pathways 2.2 Curriculum- Pedagogy and play 2.2 Curriculum- Skills for life and learning. 2.3 Learning, teaching and assessment- Learning and engagement 2.5 Family learning- Engaging families in learning 2.5 Family learning-Quality of family learning programmes 2.7 Partnerships- Engagement of parents and carers in the life of the setting 2.7 Partnerships-The promotion of partnerships

<p>2.7 Partnerships- The development and promotion of partnerships</p> <p>2.7 Partnerships-Collaborative learning and improvement</p> <p>2.7 Partnerships- Impact on learners</p> <p>3.2 Raising attainment and achievement- Attainment in literacy and numeracy</p> <p>3.2 Raising attainment and achievement- Attainment over time.</p> <p>3.2 Raising attainment and achievement- Equity for all learners</p>	<p>3.2 Raising attainment and achievement- Equity for all learners</p>
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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Long term impact:</p> <p>Our curriculum rationale will reflect a rights-based approach that is relevant to our current context.</p> <p>Our learning environment and approaches will be inclusive, informed, and sustainable for our school community.</p> <p>20% increase in families engaging in and sharing learning at home.</p> <p>Increased school attendance in targeted pupils of at least 10% by June 2025 through increased value of learning and teaching.</p>	<p>Parental Engagement Learning and Teaching</p> <p>What is in our curriculum? Why?</p> <p>Part of term 1 meet the teacher afternoon to assess current knowledge and understanding.</p> <p>Information on each area of the Broad general Curriculum shared on app and website.</p>	<p>Senior ELCC EYOs</p> <p>SLT</p> <p>Class teachers</p> <p>Partners</p> <p>Parents</p> <p>Pupils</p>	<p>Observations of quiz, feedback, exit passes.</p> <p>Track shared information</p> <p>Track engagement with Progress Reporting tool.</p> <p>Feedback from parents</p> <p>Attendance tracking monthly.</p>	<p>September 2024- June 2025</p> <p>September 2024-June 2025</p> <p>Monthly</p>

<p>Reporting tools used with parents and pupils to strengthen partnership working.</p> <p>Increased understanding about the curriculum and vision/aims of educations by staff, pupils and families.</p> <p>Learning in Science, Technology Digital Literacy, Social subjects, outdoor learning, play, and Numeracy will be linked to learning for sustainability. Global goals for Target 2030 and UNCRC. All children will know how they can contribute to change which benefits us all.</p>	<p>Parental Engagement Professional Learning Learning, teaching and assessment Track attendance against parental involvement/engagement Professional learning on pupil and parent sections on progress reporting. Showcase new Progress Reporting online sharing learning and progress programme for Fife. Revisit regularly following termly reviews of how the system is working. Link pupil learning and leadership to Meta-skills and Four Capacities through Sways and shared learning opportunities.</p> <p>Professional Learning Learning, teaching and assessment Parental Engagement Collegiate time used to engage with Learning for Sustainability Education Scotland Resources. P1 and P2 teachers to Play pedagogy professional learning Co-operative planning linked to areas of Learning for Sustainability framework Pupil discussion groups.</p>	<p>ELCC Team SLT Class teachers Parents Pupils Progress Reporting guidance videos.</p> <p>Tracey Forsyth- SSERC STEM lead Fiona Imrie, Yasmin Cockburn, class teachers P1 and P2 Vicki Mitchell Pupil groups Sarah Matheson-RRS lead Parents Senior ELCC EYOs P6 and P7 teachers Active Schools lead SLT Parents Pupils</p>	<p>Forms Parent comments entered on on-line tool.</p> <p>Pupil questionnaires to moderate parent responses. Moderate engagement with other Progress Reporting pilot schools. Microsoft forms survey</p> <p>Volunteers/leads to meet with Learning Partnership Team RRS UNCRC Audit and inspection visit.</p>	<p>Launch August 2024</p> <p>May 2025</p> <p>August 2024-June 2025</p>
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<p>Gold UNCRC Rights Respecting School award achieved by June 2025</p> <p>Gold UNCRC Rights Respecting School award achieved by June 2025</p> <p>Children, families, partners, staff included in our refreshed curriculum rationale and recognise</p>	<p>Evidence gathered from learning Shared with families through visuals and recorded videos on school app/shared learning/displays.</p> <p>Professional learning Learning and Teaching Parental engagement Wider achievement Link Active Citizen learning to John Muir award. Include family wider achievements celebrations. QR code link to Wider achievement form displayed at each wing door, newsletter, School app and website. Wider achievement tracked on Progress Reporting tool (link with pilot group) Shared learning celebrated through 5 ways hall display Families supporting evaluation of our RRS Gold Award submission through shared learning events.</p> <p>Learning, teaching and assessment Wider achievement UNCRC and Target 2030 focus in assemblies and IDL contexts for learning.</p> <p>Learning and Teaching Parental Engagement</p>	<p>ELCC EYOs SLT Parents Pupils Claire Macnamara -John Muir lead Class teachers P6 and P7</p> <p>Sarah Matheson-RRS lead Pupil Groups Parent groups Class teachers ELCC Team</p> <p>Parent group- self-identified. SLT Parent council Curriculum parent group Parents</p>	<p>Record on Progress Reporting and Pastoral notes.</p> <p>Reporting tools used with parents and pupils to strengthen partnership working.</p> <p>Track engagement with videos monthly to identify trends for future planning.</p> <p>Record John Muir and other achievements on Progress Reporting, <i>5 Ways to Wellbeing</i> hall display, House points, and Seemis Share triangulation of self-evaluation and engagement with Learning Partnership.</p>	<p>August 2024-June 2025</p> <p>August 2024-June 2025</p> <p>June 2025</p> <p>September 2024-May 2025</p>
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<p>their community and culture within it.</p> <p>Our curriculum rationale is inclusive and reflects our whole school community</p> <p>Curriculum rationale a live document (Sway) within our website to ensure relevance.</p>	<p>Professional Learning</p> <p>Volunteers and parent leaders invited to lead/support/engage in learning. Signpost to adult learning/clubs Encourage use of school space if possible</p> <p>Learning and Teaching</p> <p>Parental Engagement</p> <p>Parent focus groups, Forms used to gather views. Partnership information gathering. Parents invited to form a focus group. Co-create a parent friendly curriculum rationale which explicitly includes their views. Draft Curriculum rationale shared with pupils, parents and partners for feedback before launch.</p>	<p>Pupils Families Teachers EYOs SLT</p> <p>Health visitors, Cluster Headteachers, Educational Psychologists, Speech and Language Team meeting in September. SLT Parent council Parent group School staff Partners Parents</p>	<p>Moderate/evaluate draft at Learning Partnership</p> <p>Publish as Sway to track engagement.</p>	<p>Permanent feature on quality assurance calendar</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Equality & Equity/Achievement	
NIF Priority: Improvement in attainment/Closing the attainment gap between the most and least disadvantaged children and young people. (Scottish Government, 2023)	
NIF Driver: Parental Engagement: how we ensure the maximum benefit of parental involvement and engagement in children’s learning and the life of the school/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. (Scottish Government, 2023)	
Focused Priority 3: (Linked to Cluster Priorities) Raising Attainment in Literacy through explicit teaching of reading and writing skills, assessment and moderations and equitable and inclusive approaches. Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.	
HGIOS4 Quality Indicators:	HGIOELC Quality Indicators
<p>4.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation</p> <p>1.1 Self-evaluation for self-improvement-analysis and evaluation of intelligence and data</p> <p>1.1 Self-evaluation for self-improvement-Impact on learners’ successes and achievements.</p> <p>5.1 Leadership of Learning- professional engagement and collegiate working</p> <p>6.1 Leadership of change- Developing a shared vision, values and aims relevant to its school and community.</p> <p>1.3Leadership of change- Strategic planning for continuous improvement</p> <p>1.3 Leadership of change- Implementing improvement and change</p> <p>1.5 Management of resources to promote equity- management of finance for learning.</p> <p>2.1 Safeguarding and child protection- arrangements to ensure wellbeing</p> <p>2.5 Family Learning- Engaging families in learning</p> <p>2.5 Family Learning-Early Intervention and prevention</p> <p>2.5 Family Learning-Quality of Family Learning Programmes</p> <p>2.7 Partnerships- The development and promotion of partnerships</p> <p>2.7 Partnerships-Collaborative learning and improvement</p>	<p>1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation</p> <p>1.1 Self-evaluation for self-improvement-evidenced based improvements</p> <p>1.1 Self-evaluation for self-improvement-Impact on learners’ successes and achievements.</p> <p>3.1 Leadership of Learning- professional engagement and collegiate working</p> <p>4.1 Leadership of change- Developing a shared vision, values and aims relevant to the ELC setting and its community.</p> <p>1.3 Leadership of change- Strategic planning for continuous improvement.</p> <p>1.3 Leadership of change-Implementing improvement and change</p> <p>1.5 Management of resources to promote equity- management of finance for learning.</p> <p>2.1 Safeguarding and child protection- arrangements to ensure wellbeing</p> <p>2.5 Family Learning- Engaging families in learning</p> <p>2.5 Family Learning-Early Intervention and prevention</p> <p>2.5 Family Learning-Quality of Family Learning Programmes</p> <p>2.7 Partnerships- Engagement of parents and carers in the life of the setting</p>

2.7 Partnerships-Impact on learners 3.1 Ensuring well-being, equality, and inclusion- Wellbeing 3.1 Ensuring well-being, equality and inclusion- Equality and inclusion		2.7 Partnerships-The promotion of partnerships 2.7 Partnerships-Impact on children and families 3.1 Ensuring wellbeing, equality and inclusion-wellbeing 3.1 Ensuring wellbeing, equality and inclusion-inclusion and equality		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Long Term: Increased attainment over time for all children.</p> <p>Stretch targets in reading and writing to be met at all stages.</p>	<p>Learning, teaching and assessment Professional Learning Continue with explicit teaching of writing approach in line with our writing policy which will include moderation of cold and hot writing. Continue professional Learning on explicit teaching of reading and writing</p>	<p>Mary Black SLT Class teachers Raising Attainment PT</p>	<p>Tracking- and moderation sessions.</p>	<p>Included in WTA.</p>
	<p>New teaching staff will have supported team teaching opportunities and lessons modelled to ensure consistency of approach and progress of all children.</p> <p>Robust assessments of children not meeting targets will ensure appropriate supports can be implemented and tracked regularly.</p>	<p>Class teachers SLT Raising attainment PT</p> <p>ELCC development officers, Senior EYOs, Peripatetic Nursery Teacher DHT EYO Teams from both settings. Parents Children Early Level only ELCC Team Nursery teacher SLT PSAs</p>	<p>YARC Contextual assessments</p>	<p>Termly or through RfA to SfL teacher</p>
<p>Early intervention to ensure children at Early Level have opportunities and skills</p>			<p>PLJs Planning and tracking Learning walls</p>	<p>August 2024- June 2025. 3 visits planned to Dunnikier.</p>

<p>to achieve reading, talking, listening, and writing benchmarks.</p> <p>All children to have supports in place which allow independence in writing and increased confidence.</p>	<p>Professional Learning Partnership working ELCC staff to visit Dunning nursery to observe Helicopter stories and literacy in the outdoor provision to enhance our own setting. Engagement with <i>Essentials of Literacy 0-7</i> Tina Bruce and Jenny Spratt book as shared professional learning.</p> <p>Assessment and moderation Professional Learning Learning, teaching and assessment Nursery teacher will moderate planning and tracking across both settings (Pitteuchar East and West). The teaching backwards model will be applied to use of Benchmarks at each stage using the progression pyramids for each are of the curriculum.</p> <p>Professional Learning Engagement with the Fife Reading Assessment</p>	<p>Nursery Teacher SLT both settings Raising attainment Cluster PT</p> <p>Raising Attainment Cluster PT SLT Teachers Mary Black-Lit lead</p> <p>Assisted Technology Team Mary Black</p>	<p>ELIPS</p> <p>Planning and tracking documents/overview at Early Level. Supporting Approaches</p> <p>Observations Pupil Voice Support for learning pupil/parent meetings Tracking Lexia data SfL One Note</p>	<p>Weekly ELCC planning meetings and 6 weekly tracking updates.</p> <p>Termly</p>
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<p>All children will engage with high quality engaging texts across a variety of text types. We will have a well-used, welcoming library which contributes to developing learners' literacy skills.</p> <p>Our school library and class book corners will include attractive, high quality, texts which are inclusive and support diversity.</p> <p>Parental engagement opportunities and increased sharing of family learning.</p> <p>75% of families to use lending resources in the home by June 2025.</p> <p>Pre-reading and fine motor skill development assessments used for targeted interventions at Early Level.</p>	<p>pack will support moderation of achievement of a level and progress through the pathways. ICT/technology use taught to all teachers – Clicker/immersive reader to widen use across all stages.</p> <p>Learning and teaching New school library launched- funding applied for May 2024. Links with Librarian</p> <p>Scholastic Bookfair money used to source additional, inclusive texts for all ages.</p> <p>Every class to have library monitors to vary texts within class reading nooks.</p> <p>Parental Engagement Adult lending library made available in Rainbow Room. Fiction, Non-fiction parenting, wellbeing, health, travel and recipe books included) (Requests for book swaps to ensure stock available.)</p>	<p>Class teachers Raising Attainment Cluster PT</p> <p>Community Communications Team Assessment and Moderation LIF Pupils Parents Community Librarian ELCC Team SLT Class teachers School Literacy lead (MB) Parents Children 0-12yrs</p> <p>Pupil Groups Parents SLT Class teachers</p> <p>Reading Schools co-ordinator Raising attainment Cluster PT Pupil groups Class teachers School Literacy Lead (MB) Parents</p>	<p>Pupil Voice Use of library</p> <p>How Good is Our School Library Audit tools</p> <p>Learning walks- pupils and staff</p> <p>Use of library Parent feedback Pupil feedback</p>	
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<p>reading and writing approaches.</p> <p>Pace and challenge appropriate for all learners from Early to third level.</p> <p>Increased awareness of skills for reading reported by parents by January 2025.</p> <p>All ELCC staff able to lead and deliver one community learning model.</p> <p>Increased opportunities for family learning sessions by 50% by June 2025.</p> <p>Increased engagement in literacy activities within nursery setting by 50%</p>	<p>Links to CALL Scotland audiobooks available.</p> <p>Learning and teaching Links with Authors Live Parents/children part of HGIOSL evaluation.</p> <p>Learning, teaching and assessment Assessment and moderation Professional Learning Up, Up and Away and SEIC literacy toolkit, inclusion team used to ensure robust assessment and meeting of learner's needs at the earliest stages.</p> <p>Parental Engagement Professional Learning PEEP, Rhyme Time, Kodaly, and Bookbug training needs identified within ELCC staff team.</p> <p>Parental Engagement Partnership working Widen delivery of shared family engagement sessions by linking with Pitteuchar East ELCC staff and alternative</p>	<p>Nursery teacher ELCC Team DHT</p> <p>Class teachers SLT Parents</p> <p>Nursery teacher ELCC Team DHT Parents</p> <p>Nursery teacher ELCC Team DHT Pitteuchar East staff</p>	<p>ELCC tracking Support approaches Parent feedback PLJs</p> <p>Professional learning tracker</p> <p>Track engagement</p>	
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<p>All P1 families to engage in at least 50% of offered Bookbug/Kodaly sessions.</p> <p>Added value in ELIPS and BASE results at end of session assessments for all children.</p> <p>Parents/carers reporting increased confidence in supporting literacy skills.</p>	<p>provisions within community.</p> <p>Parental Engagement Request for literacy parent group to support the development and sharing of literacy guides and packs. in action. Edited and evaluated by volunteer parent group. Parent Council publicising</p> <p>Assessment and Moderation ELIPS scored moderated across Learning Partnership ELCCs and Cluster ELCCs. Compare to average scores for 2022, 2023 and 2024. Shared with parents.</p> <p>BASE data shared as part of Improving Outcomes Calendar with Education Manager and Cluster HTs.</p> <p>Parental Engagement Questionnaires issued to track impact of Sways, reading guides, shared</p>	<p>Nursery teacher ELCC Team DHT Parents Parent council</p> <p>ELCC Staff Nursery teacher Vicki Mitchell DHT Parents</p> <p>SLT Class teacher</p> <p>SLT ELCC Librarian Raising Attainment PT Mary Black- Literacy Lead Parents</p>	<p>Feedback Engagement</p> <p>ELIPS Aug 24, Jan 25 , April 25</p> <p>BASE data Sep 2024, June 2025</p> <p>Questionnaires August/May Engagement with Sway data</p>	
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<p>Increased engagement in literacy shared learning events.</p> <p>Learning in literacy given value within the local community.</p> <p>Increased awareness of ICT supports for literacy in school and available at home.</p>	<p>learning sessions/activities/lending packs.</p> <p>5 pillars of reading leaflets re-issued alongside sways with videos of skills Robust assessments of children not meeting targets will ensure appropriate supports.</p> <p>Learning and teaching Real-life/environmental literacy examples and suggestions shared with all parents at each level from ELCC to P7.</p> <p>Partnership Working Parental Engagement Cluster use of empty space in local shopping centre to display literacy examples from Nursery to P7. Class trips to promote (possible link with secondary school)</p> <p>Parental Engagement ICT digital literacy/awareness drop in sessions and use of devices. Links to phone apps Bookbug and Bookzilla shared with all families.</p>	<p>SLT ELCC Librarian Raising Attainment PT Mary Black- Literacy Lead Parents</p> <p>Raising attainment Cluster PT Pupil groups Class teachers School Literacy Lead (MB) Parents</p> <p>Cluster schools SLT Parents/pupils</p> <p>ICT digital leaders Parents</p>	<p>Feedback -qualitative</p> <p>Feedback -qualitative</p> <p>Feedback -qualitative Pupils and parents</p> <p>Attendance tracked Feedback- parents and pupils (Forms)</p>	
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<p>Reduction in need for referrals to Speech and Language therapy aged 4 yrs.</p> <p>Reduction in referrals for Speech and Language by June 2025.</p>	<p>Children sharing use of Clicker, Immersive reader, Word talk, Word Dictation Tools/Speech to text, ipad apps.</p> <p>Partnership working Speech and language drop-in sessions with links to NHS Fife Speech and Language Therapy Service group, Facebook and activities. Promote High Five SALT strategies. Track referrals Update meetings 6 weekly with Speech and Language Therapist (VR)</p> <p>Progress reporting on-line tool launched for all parents</p>	<p>Speech and Language Therapy Health Visitor Parents ELCC staff</p>	<p>Referrals Tracked.</p>	
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<p>All parents able to identify that their child has made progress in literacy learning (24% unsure or didn't comment in 2024 Parentwise Survey)</p> <p>Reduction in parents/carers who need more information to support learning by 20%.</p>				
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Pupil Equity Fund allocation for session 2024/25	£ 58000
School Context (copied from SIP)	
<p><i>10 classes with a total of 257 pupils</i></p> <p><i>49-week nursery provision with 2 sessions 8am-12:40pm and 1:20pm-6pm with a total of 23 children.</i></p> <p>27% of our school pupils have an identified additional support need, therefore every classroom environment includes the 10 universal support strategies to be Autistic Spectrum Disorder and Dyslexia friendly. We limit the use of bells to mark time periods during the day, to reduce sensory distress, with only the start and end bells re-introduced after staff, parent and pupil consultation.</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>At Pitteuchar West Primary School, we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.</p> <p>Every pupil can have breakfast in school at the start of each day. All P6s take part in outdoor learning at Fordell Firs, at no cost to families.</p> <p>We have a relaxed approach to school uniform and have a large stock of clothing items available free of charge, thanks to donations from families.</p> <p>Extra-curricular activities are free of charge at the start and end of the school day. Every P4 pupil has had free swimming lessons at Michael Woods this session, funded through PEF.</p> <p>We have an inclusive and universal approach to ensuring equity for all, which is mindful of hidden poverty.</p>	
<p>Stakeholder engagement</p> <p>24% of requests from parents for pupil emotional wellbeing support has been 24% this session. We have been able to meet this need through use of funding to release a class teacher who is an 'Our Minds Matter' lead, and trained to deliver Seasons for Growth, Kitbag and Decider Skills.</p>	<p>Participatory Budgeting</p> <p>£4000 not yet agreed- P6 parent questionnaire to establish whether some of this budget for Fordell Firs should continue.</p> <p>Pupils chose a bakery breakfast every morning once school starts rather than as a pre-school club. This is universal. Pupils will choose in March 2025 whether to continue this provision or not.</p> <p>Parent questionnaire responses stated 62% of parents would like more support/learning on raising attainment in reading. Some funds will be used for parent information sessions and community Early Intervention sessions once we meet with community Health visitors and Speech and Language therapists in</p>

<p>She will train parents in use of these strategies next session.</p> <p>All P6 Pupils attend outdoor learning at Fordell Firs free of charge prior to parents booking Ardroy, which has a cost. A parental vote on whether this will take place this session will take place in Term 1.</p>	<p>September 2024. We will also link with Pitteuchar East Primary School and Nursery to meet the needs of the whole community.</p>
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Rationale		Amount of Fund allocated (if appropriate) £14,232.50 plus £2000 resources	
<p>Intervention 1: Raising Attainment in Literacy through explicit teaching of reading and writing skills using equitable and inclusive approaches through additional support for targeted learners.</p> <p>Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.</p>			
<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>Attainment gap in reading and writing to decrease by more than 3 months for all targeted pupils by May 2025.</p> <p>The overall attainment gap between those in receipt of Free School Meals and those not should decrease by at least 10% by May 2025.</p>	<p>Pupils identified and timetable for additional teacher made to support the explicit teaching of reading and writing skills.</p> <p>Diagnostic assessments carried out where required.</p> <p>Use of Clicker taught to class teacher and individual pupils.</p>	<p>Class teachers and SLT ensure progress is recorded and updated termly in Progress Reporting Programme.</p> <p>Identified pupil's assessment arrangement recorded in One Note accessed by SLT and SfL each six weeks</p>	<p>What has been the impact? Have you met your original expected impact?</p>

<p>All pupils with Additional Support for learning needs to access mainstream learning independently through taught strategies and resources. Naming strategies which help them with learning by May 2025.</p> <p>Increased resilience in targeted pupils (those requiring support identified through the <i>I have, I am, I can</i> baseline assessment). All targeted children and families will be able to identify how they use 'accept', 'connect', 'contribute' 'be healthy' and 'be aware of your feelings' strategies by June 2025.</p> <p>Parental engagement opportunities on the identified areas of reading and resilience (as requested by families) will average 62% including on-line engagement by June 2025.</p>	<p>Colourful semantics and shape coding resources in place for targeted pupils.</p> <p>Leuven's scale used to measure wellbeing and involvement in targeted pupils.</p> <p>Pupil baseline assessment on resilience completed term 2 (allowing a period of transition in term 1)</p> <p>Jotter monitoring and moderation used to track impact of interventions on attainment.</p> <p>Glasgow wellbeing data linked to attainment-August 2024 and progress in May 2025.</p> <p>Parent questionnaires used to ensure type and timing of engagement sessions are suitable.</p> <p>Pupil voice groups fortnightly</p> <p>Resilience baseline and follow-up questionnaires.</p>	<p>Attainment over time tracker used to measure narrowing of the attainment gap in all targeted children by at least 3 months by June 2025.</p> <p>Pupil centred planning success will be evaluated using Leuven's observations, attainment tracking, and resilience questionnaires for targeted pupils.</p> <p>Tracking of parental engagement at each event/meeting. Engagement cross referencing attendance and attainment over time to track impact. Pupil voice groups Feedback questionnaires for parents.</p>	
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Rationale	Amount of Fund allocated (if appropriate) £14,232.50
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Intervention 2: Mental Health and Wellbeing- Working with families to support emotional wellbeing and resilience.

Staff and pupils will work together with families and partners to develop a shared understanding of emotional wellbeing, where our learners will benefit from high quality emotional wellbeing activities, interventions, and support.

Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.

<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>100% of targeted families and pupils reporting increased understanding of supports available in school and to use at home between August 2024 and May 2025.</p> <p>50% increase in engagement with shared wellbeing learning activities for targeted families by May 2025.</p> <p>Support resources for use at home used as per agreed support plan with a positive impact reported by 75% by June 2025.</p> <p>Improved emotional regulation noted in school and</p>	<p>Glasgow wellbeing data linked to attainment- August 2024 and progress in May 2025.</p> <p>Parent survey on resilience using 5 point scale from 'stuck' to 'managing well' to identify targeted groups.</p> <p>Anxiety is Normal/Developing Resilience parent and child workshops.</p> <p>QR code with presentations shared on app and at entrances.</p> <p>Kit Bag- additional Parent sessions and borrowing of Kit for 4 weeks before evaluating impact.</p> <p>Decider Skills- intensive targeted approach.</p> <p>Parental Engagement</p> <p>Cup-a-chats for new parents. 1:1 invitations for those unable to attend.</p>	<p>Glasgow Wellbeing Survey data August 2024 and June 2025</p> <p>Parent survey pre and post interventions</p> <p>Attendance tracked monthly.</p> <p>Engagement in learning and regulation in school/playground tracked 6 weekly.</p> <p>Observations- Class teachers/PSAs</p> <p>Resources tracked for borrowing/repeated borrowing Resource feedback (Amazon style reviews)</p> <p>Risk Matrix on One Note updated to track individual journeys.</p>	<p>What has been the impact? Have you met your original expected impact?</p>

<p>at home in 75% of our identified pupils/families by June 2025.</p> <p>Reduction in parent requests for CAMHS/Educational Psychology referral as first action, of at least 25% by June 2025.</p>	<p>Share overview of existing supports and open-ended questions about suggestions/offerings/needs.</p> <p>Flow chart of supports/interventions before requests for assistance made- focus on empowerment.</p> <p>ELCC and School</p> <p>Additional and Intensive Support</p> <p>Wellbeing resource activity bags and mini kitbags/Fix it Emotion Works symbolised folders available in lending library.</p> <p>Use of the CIRCLE effective communication with parent tools.</p> <p>Shared sensory circuit activities.</p> <p>Sharing of Glasgow Wellbeing survey questions and trends in data with families.</p> <p>Parent/carer reflection on own strengths and needs at same age and now.</p> <p>Sign up available for parent group.</p> <p>Parental Engagement</p> <p>Family (by year group) free breakfasts on rotation with Kitbag, Emotion Works, Decider Skills activities (on rotation.) Pupils to send invitations.</p> <p>Use community spaces for events to track impact of venue on attendance</p> <p>Regular check-ins/cuppa chats/phone calls</p> <p>Partnership Working Professional Learning Parental Engagement</p>	<p>Request for assistance data.</p> <p>Resilience Assessment Tool.</p> <p>Support meetings including partner agencies.</p>	
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	<p>Educational Psychologist sessions- teenage brain, co-regulation, Anxiety, and Resilience.</p> <p>Sleep Clinic Sessions</p> <p>Health Visitor drop in sessions</p> <p>QR codes used to signpost parents to support displays at each entrance, Parent Council Facebook and School App.</p> <p>Professional Learning</p> <p>Partnership Working</p> <p>Opportunities for parent/teacher/pupil led '5 Ways to wellbeing' events linked to assembly themes. Target families with low attendance.</p> <p>Learn, Give, Connect, Take Notice, Active</p>		
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Attainment Fund Rationale pupils (current P5).	Outdoor learning for all P6	Amount of Fund £3620 (including buses) (To be agreed by pupils and parents)	
<p>Intervention 2: To reduce the number pupils reported as suffering from anxiety and peer relationship difficulties in and out of school in current P5 class. Increase resilience in engagement new learning. Reduction in the number of pupils (particularly our P5-P6) reporting on-going relationship difficulties with peers.</p>			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p>Pupils overcoming challenges through collaboration with peers.</p> <p>Growth mindset evaluation term 1 and term 4.</p> <p>Glasgow wellbeing Profile scores to increase from term 1 to term 4.</p> <p>Pupils on the Risk Matrix declared as having no close, supportive peers to be able to identify at least one supportive peer following the trip.</p>	<ol style="list-style-type: none"> 1. Baseline confidence evaluation taken Term 1 2. Teacher evaluation through observations Term 1 3. Parent information session to share rationale 4. Parents invited to volunteer to join trip. 5. Confidence in attempting physical challenges before and after Fordell Firs 6. Fordell Firs trip planned for March 2025 prior to Ardroy payment. 	<ol style="list-style-type: none"> 1. Observations in class and playground 2. Parent and pupil views 3. Glasgow wellbeing profile scores 4. Educational Psychologist Risk Matrix 5. Sign up to Ardroy for P7 6. Decrease in number of reported bullying 	<p>What has been the impact?</p>

<p>Parents reporting decrease in reported relationship difficulties.</p> <p>Baseline information to be gathered term 1.</p>		<p>and relationship issues</p>	
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