

# St Ninian's RC Primary School



*School Improvement Plan  
2024-2025  
PEF Plan 2024-2025  
Achieving Excellence and Equity*

**Session 2024 -2025 Improvement Plan**

<b>Education Directorate Improvement Plan: Equality &amp; Equity/<b>Achievement</b>/Health &amp; Wellbeing/Positive Destinations/Attendance &amp; Engagement</b>				
<b>Focused Priority 1: Literacy</b> Improve the skills of all children from Nursery to Primary 7 through engagement of Workshop for Literacy strategies to raise attainment in literacy with a particular focus on P3 and P5 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar.				
<b><u>HGIOS4 Quality Indicators</u></b>				
<u>Leadership and Management</u> 1.1 Self-evaluation for self-improvement 1.1 Leadership of Learning 1.2 Leadership of Change		<u>Learning Provision</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support		<u>Successes and Achievements</u> 3.2 Raising attainment and achievement 3.2 Securing Children’s Progress  <u>The Catholic School: Developing in Faith -</u> Developing as a Community of Faith and Learning
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>

<p>Writing attainment will increase from 43% to 71% in P3 and from 58% to 68% in P5.</p> <p>Knowledge and application of spelling strategies and appropriate use of IT will increase writing attainment in P3 and P5.</p> <p>Children with a spelling age gap of more than 6 months chronological age will work in targeted spelling groups to work on spelling/writing strategies to close the gap.</p> <p>Through staff professional learning, focused staff discussion and moderation of grammar and spelling across all classes. Staff will use a consistent approach across the school so children across the school will receive a consistent approach to the delivery of grammar and spelling lessons, leading to improved attainment.</p>	<p>Professional learning for staff linked to spelling and common words. Staff will be upskilled in the use of technology to support writing and spelling..</p> <p>Focussed staff look at spelling, particularly common words and a consistent approach.</p> <p>ICT to support and enhance children's outcomes in writing and spelling through weekly NCCT.</p> <p>Fortnightly Nursery Development and Collegiate Development meetings to look outwards at literacy within other schools</p> <p>Consultation regarding spelling resources.</p>	<p>Kevin Maitland – Locality PT Fiona Walls - SfL Ros Devlin CT group leading on literacy development work.</p> <p>Annemarie Campbell – Chartered Teacher</p> <p>Laura Graham CT</p>	<p>Baseline data on staff confidence/ knowledge of Conceptual Numeracy.</p> <p>MS Forms to gather parental feedback.</p> <p>Pupil Focus Groups - pre and post.</p> <p>Staff meetings to gather staff feedback – exit passes.</p> <p>SLT classroom visits.</p> <p>Feedback from learning partnership visits</p> <p>Jotter monitoring</p> <p>NSA/BASE assessment data (P1, P4, P7)</p> <p>Peer feedback on Learning Environments.</p>	<p>By end of September 2025</p> <p>Pre and post parental engagement session. Shared Learning/Cuppa Chats</p> <p>Pre- by end of September 2025 Post – June 2026</p> <p>After each session</p> <p>WTA calendar</p> <p>2 x class visit, 1 x SLT and 1 x LP</p> <p>Term 3</p> <p>Termly</p> <p>P1 – September &amp; June P4 – March/ April P7 – November/ December</p>
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<p>Through staff professional learning, focused staff discussion and moderation of early literacy and communication in the nursery, children will receive a consistent approach to the delivery of literacy, leading to improved speech and knowledge about sounds and mark making.</p>			<p>Model for Improvement Questionnaire/Forms for children, staff and parental feedback. Pupil Focus groups Jotter/One Note/Teams monitoring LP and peer/class observation visits Cuppa Chat feedback School data Planning and tracking meetings</p>	<p>September &amp; March</p> <p>Previous SIP</p> <p>August 2024 – June 2025</p> <p>August – December 2024 Mfl staff training x 1 class teacher,</p> <p>Mfl – daily data on run charts</p> <p>Pupil Focus Group/Jotters and evidence monitoring – 1 per term</p> <p>Parental Cuppa Chat – 1 per term</p> <p>Planning and Tracking – 1 per term</p> <p>Fortnightly Development meetings.</p>
<p><b>Ongoing Evaluation</b></p>				
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- **Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement**

**Focused Priority 2:** Improve the skills of all children through engagement in STEM strategies to raise attainment in science and maths with a particular focus on Nursery and P6/7 cohorts of children through application of STEM activities.

**HGIOS4 Quality Indicators**

<p><u>Leadership and Management</u>          2.1 Self-evaluation for self-improvement          2.2 Leadership of Learning          1.1 Leadership of Change</p>	<p><u>Learning Provision</u>          2.2 Curriculum          2.3 Learning, teaching and assessment</p>	<p><u>Successes and Achievements</u>          3.1 Ensuring wellbeing, equality and inclusion</p> <p><u>The Catholic School: Developing in Faith -</u>          Developing as a Community of Faith and Learning          Serving the Common Good</p>
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<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>An overview of the new programme called Inspiring a sustainable approach to STEM is provided in summary:</p> <ol style="list-style-type: none"> <li>1. A three-year programme</li> <li>2. intensive and directive SSERC intervention in Year 1, less SSERC intervention in Year 2 and limited SSERC intervention in Year 3</li> </ol>	<p>All staff to increase individual teacher confidence and competence to use STEM as a context for learning.</p> <p>Develop individual teachers' professional practice.</p> <p>Provide opportunities for all staff to raise their levels of Knowledge, skills, competence and confidence through the delivery of</p>	<p>Darren McTurk CT          Annemarie Campbell CT          Chloe Pollock EYO          All staff</p>	<p>Baseline data on staff confidence/ knowledge of Outdoor Learning.</p> <p>MS Forms to gather parental/pupil feedback.</p> <p>Pupil Focus Groups - pre and post.</p> <p>Staff meetings (menti) to gather staff feedback</p>	<p>19<sup>th</sup> /20<sup>th</sup> September 2024,          13<sup>th</sup>/14<sup>th</sup> March 2025,          12<sup>th</sup>/13<sup>th</sup> June 2025          SSERC Residential</p> <p>15<sup>th</sup> November 2024 – in-service          12<sup>th</sup> February 2025 – in-service</p>

<p>2. A limited number of Local Authorities involved (maximum 4)</p> <p>3. Development of a STEM Resources Hub by the end of Year 3 within the Local Authority.</p> <p>Funding for resources and necessary equipment and materials to deliver high-quality STEM education will be provided.</p> <p>4. Impact evidenced.</p> <p>5. Development of leadership/coaching skills by those participating</p> <p>Through this professional learning children will experience a consistent approach to STEM and achieve STEM Leadership status at second level.</p> <p>All children from nursery to P7 will have early exposure to STEM: sparking an interest in STEM and helping learners develop critical</p>	<p>practical-based STEM activities.</p> <p>All staff to develop pedagogical and assessment skills through practical-based STEM activities.</p> <p>To develop a shared understanding of Outdoor Learning and Learning for Sustainability amongst all staff.</p>	<p>SSERC STEM Associate</p> <p>Principal Teacher Nursery EYOs All teaching staff All PSA staff</p>	<p>SLT learning visits.</p> <p>Feedback from learning partnership visits</p> <p>Model for Improvement Questionnaire/Forms for children, staff and parental feedback. Pupil Focus groups LP and peer/class observation visits Cuppa Chat feedback School data - Progress being used for science tracking and monitoring. Planning and tracking meetings</p>	<p>Collegiate sessions linked to WTA calendar for term 3 January 2025 – March 2025.</p>
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<p>thinking, problem-solving, and analytical skills.</p> <p>To ensure that all learners, regardless of their socio-economic background, have access to STEM education.</p> <p>To develop a shared understanding of Outdoor Learning and Learning for Sustainability amongst all staff.</p>				
<p><b>Ongoing Evaluation</b></p>				

Session 2024 – 2025 Improvement Plan – PEF Plan St Ninian’s RC Primary School

<b>Pupil Equity Fund allocation for session 2024/25</b>		<b>£ 46,550</b>			
<b>School Context (copied from SIP)</b>					
<u><b>Context</b></u>					
<b>Setting/School Roll</b>		<b>EAL:</b> 5% (8 pupils) <b>Care Experienced:</b> 3% (4 pupils) <b>ASN:</b> 27% (43 pupils)			
<b>FME</b>		31% (40 pupils)			
<b>SIMD Profile for establishment</b>		<b>SIMD 1 &amp; 2:</b> 3% (3 pupils) <b>SIMD 3 &amp; 4:</b> 66% (89 pupils) <b>SIMD 5-10:</b> 19% (28 pupils) New housing estate – 26 children awaiting SIMD			
<b>Attendance (%)</b>	91%	<b>Authorised</b>	5%	<b>Unauthorised</b>	4%
<b>Exclusion (%)</b>		1 ch (0.04%)			

<b>Attainment Scotland Fund Allocation (PEF)</b>	£46 550

### **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day)

In St. Ninian's RC Primary School, we 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. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox, SVDP and Fareshare to ensure equity for all. We examine the school day through the following headings:

#### **Uniform**

- Our school uniform is a white polo shirt, black or red sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable.
- School embroidered uniform is affordable and can be purchased [myclothing.com](http://myclothing.com)
- We encourage plain black footwear and discourage designer items of clothing.
- Pre-loved uniform is available on request and is displayed at Parents' Evenings and at The Corrie Centre.
- P7 Leavers' Hoodies are gifted by the school
- Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips.
- Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator.
- We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.

#### **Travel**

- Our school serves the catchment of Cardenden and Kinglassie, almost all children live within walking distance to school. There is a school bus. After school clubs are run in school so there is no need to travel any distance.
- All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.

#### **Learning**

- Stationery and whiteboards, pens and dusters are provided for all classes.
- Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning.

- There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.

### **Friendship and Community**

- We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially.
- Mini Vinnies is one of our pupil voice groups who work with the Cardenden Community Fridge.
- We heavily promote uniform to negate any peer pressure to wear branded or expensive items.
- Fun events within school are funded the Parent Council or school funds and we try to keep costs as low as possible.
- We ask for suggested donations to make these events as inclusive as possible.
- We communicate events well in advance so families can include these within their budgets.
- All classes participate in a trip to the local pantomime in December at no cost.

### **School Trips**

- We use profit from tuck shop to subsidise Dalguise Residential in P7.
- All P7 children have the opportunity to attend the residential trip and funding is provided by the SVDPI if required.
- The Parent Council subsidise school trips through fundraising, and we utilise any grants we can apply for if appropriate.
- Trips and residentials are signposted well in advance to allow opportunities to save towards these.

### **Eating**

- We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session.
- Cashless catering reduces stigma through our promoted use of iPayimpact.
- We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food.
- We offer a Breakfast club for all pupils from 8:15am every day.
- We can provide free places for any child who requires this.
- Tesco Food vouchers for the festive period are offered to specific families in conjunction with local charities.

### **Clubs**

- All after school and lunchtime clubs are run by staff, pupils or Active Schools partners and are free of charge.

### **Home Learning**

- Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device.

<b>Stakeholder engagement</b> (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	<b>Participatory Budgeting</b> (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Parent Council termly meetings Parental questionnaires	

<b>Rationale</b> (what poverty-related attainment gap are you trying to address?) <b>This does not all have to have a PEF cost</b>		<b>Amount of Fund allocated (if appropriate) £ 46,550</b>	
What is the rationale behind your identified actions? <b>why</b> this is a priority? What are your gaps?  Over the past 2 years, our attainment in writing has reduced from an average of 75% to 70%. We have identified a group of 5 children who are disadvantaged by low levels of parental engagement due to poverty who are more than 6 months behind their chronological age in spelling. The children require targeted intervention in order to achieve expected CfE attainment levels. Primary 2 – 3 children, Primary 6 – 1 child and Primary 7 – 1 child			
<b>Expected Impact</b> (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference	<b>Interventions Planned</b> (What is the intervention? How will it be delivered? Who is responsible?)	<b>Measure of Success</b> (Triangulation of Evidence/QI Methodology)	<b>Impact on learners</b> <b>Ongoing evaluation Dec/June</b> (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?)

Intervention (links with SIP priority)	How does this intervention tie in with your rationale? <b>what</b> will change?	How will evidence be gathered – data, views, direct observations?	What has been the impact? Have you met your original expected impact?
<p>What are we trying to improve?</p> <p>Your aims should be specific and targeted i.e. increase x to y by Z, include baseline data. SMART Aims and outcomes.</p> <p><b>who</b> will experience the change? /<b>by how much</b> is it going to change? / <b>by when</b>?</p> <p><b>Intervention 1</b></p> <ol style="list-style-type: none"> <li>1. By June 2025, all identified children in P2 will be able to read and write 12 diagraphs and have retained the initial sounds.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of children with more than 6 months difference in spelling age and chronological age using Base data for Primary 1 literacy.</li> <li>2. Analysis of Base assessment in Primary 1</li> <li>3. All identified children in Primary 2 will engage in an enhanced phonics session with PSA/Raising Attainment teacher daily with emphasis on letter and sound recognition. 30 minutes per day.</li> <li>4. All identified children in Primary 2 will engage with additional phonics and language through play in the classroom with the class teacher.</li> <li>5. Communications to parents of identified children to develop family engagement and support for children at home.</li> </ol>	<ol style="list-style-type: none"> <li>2. Base completed by June 2024 for P1</li> <li>3. Baseline SLT and SfL will collate P1 data for literacy and SWST data for P5 and P6.</li> <li>4. CT and RA along with SLT to analyse data.</li> <li>5. Model for Improvement QI implemented</li> <li>6. Parents and pupils views on literacy (sounds) gathered</li> <li>7. Attainment discussions/ records will identify trends and improvements.</li> <li>8. Regular tracking meetings with SLT, Teachers and PSA as required.</li> </ol>	

<p>By June 2025, all identified children in P6 and P7 will be able to read and spell using 80 of the second 100 common words and achieving 50 % of appropriate WfL weekly spelling words.</p>	<p><b>Primary 6 and Primary 7</b>  Identified children will complete SWST baseline assessment  P7 NSA data  CEM literacy assessment in P6  Identified children will engage in an enhanced spelling session with Raising Attainment Teacher/PSA three times a week with a focus on common words and appropriate spelling words from WfL pathway. 3 x 30 minutes per week.</p>	<p>9. By February 2024 all identified P2 children will be able to read and write 12 diagraphs and have retained the initial sounds.</p> <p>10. P3 CEM completed by October 2026</p> <p>By January 2025 all identified children in P6 and P7 will be able to read and write 40 of the second 100 common words and be attainment 5/10 words in weekly spelling tests. This will be evident across daily written tasks, weekly Big Writing, spelling test results, application across the curriculum and formative assessment.</p> <p>Spelling age and application of spelling in daily writing will be monitored weekly and in detail at 6 weekly intervention reviews.</p> <p>Tracking and monitoring sessions each term.</p>	
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<p>discuss personal strengths and their next steps.</p>	<ol style="list-style-type: none"> <li>4. Shanarri Assessment and Talking &amp; Listening Assessment for each identified child. (Baseline and final)</li> <li>5. Health and Wellbeing Groups based on needs identified from SHANARRI Assessment</li> </ol>	<p>Identified children can talk confidently about a personal strength.</p> <p>All identified children can discuss and justify their opinion, listen actively to others' opinions and show respect when others are talking.</p>	
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## Pupil Equity Financial Plan Session 2024- 2025



St Ninians PEF  
Plans 24-25.V2.xlsx



St Ninians PEF  
Plans 24-25.V2.xlsx

