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| ***Strathkinness Primary School*****Standards and Quality Report****2023-24****School Improvement Plan** **2024-25*****Achieving Excellence and Equity*** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | Strathkinness Primary School is a small school of 80 pupils, comprising over 4 composite classes.  Strathkinness is a village in close proximity to St Andrews and the role is made up of pupils from the village and surrounding area as far as Blebo Craigs and we also have a number of placing requests. The school has a supportive parent network and an established staff team. Some families utilise the local Montessori school network prior to P1 and also request Reduced Attendance Agreements to allow their children to attend other learning experiences out of school for part of the week. the school benefits from a supportive parent body and the locality of Strathkinness has an active Community Council and a Community Trust who include the school community in activities and events within the community. Strathkinness benefits from close links with Guardbridge PS with a joint headteacher, staff working across both teams and strong collegiate working. The school has links with St Andrews University and makes effective links with Madras College and Fife Active Schools. |
| **FME**  | 3.6 |
| **SIMD Profile for establishment** | 8.5 |
| **Attendance (%)**  | Overall | 96 | Authorised | 2.6 | Unauthorised | 1.8 |
| **Exclusion (%)** | 2 |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £5403 |
| **Cost of the school day statement**  | At Strathkinness 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. All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school milk. Fruit is available for children who do not have a snack, for whatever reason.We promote the school clothing grant through our website, school emails, school website and at the P1 Information Session. We share promotions run by our school uniform provider and promote uniform recycling. A group of parents run a successful uniform swap which includes coat swaps before winter term.Financial support is provided for families to enable all pupils to attend trips and payment per sibling is capped at two children. Donations are accepted and all requests for payments for trips are accompanied with a message to families that financial support is available. Local Community Trust funding is utilised for residential trips for a number of families who require it.  |

* **Our vision is**  to create a safe, inclusive and nurturing environment so we can ‘ Be the Best Version of Ourselves Each Day’
* **Our values** of Kindness, responsibility, respect, ambition and equality guide our actions and interactions to ensure we are The Best Version of Ourselves Each Day
* **We aim to provide a learning environment that is:**
* Inclusive - To provide a welcoming environment where everyone is treated equally,
* Nurturing - To build positive relationships with others in a safe and caring environment
* Healthy - To model and encourage health life choices
* Fun - To provide a wide range of challenging learning opportunities based upon learners likes and interests
* Safe – by having the confidence to seek support in needed. Ensure all stakeholders follow the same protocol to listen and respect all voices.
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| **Improvement Priority Session 2023 – 2024** |
| **Priority 1 – To raise attainment in numeracy for targeted groups of pupils to close gaps in conceptual understanding** **Pupil version:** **Improve our maths understanding and increase our confidence in maths** |
| **Directorate Improvement Plan** Achievement  | **HGIOS 4 Quality Indicators**1.2 Leadership of learning 2.3 Learning, teaching and assessment3.2 Raising Attainment and achievement |
| **Has this priority been:**(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:** * All staff engaged in professional learning based on Maths No Problem (MNP) Mastery Approach resource
* All teaching staff engaged with professional reading – Jo Boalar
* Continued professional learning by some staff using the MNP Academy resource including supporting pupils with additional support needs
* Introduced Maths No Problem resource across the school
* Carried out baseline assessments within and beyond MNP resource
* Gathered feedback from pupils and parents through survey and dialogue
* Shared information with parents about maths approaches through Parent Council and open events
* Professional dialogue with staff from other schools and educational establishments to moderate and share practice
* Audit of maths resources, planned approaches using resources and purchased resource to support conceptual numeracy approach in early years
* Introduced new maths vocabulary with pupils in relation to mastery approach
* Introduction of journaling approach to develop mastery mathematical thinking
* Audited policy approach through ‘deep dive’ and explored maths policies from other establishments
* Learning Partnership focus on teaching and learning in maths for feedback
* Matching process to ensure MNP approach delivers learning in line with Curriculum for Excellence and Fife Pathway
 |
| **Impact:****EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS, COLLEGIATE WORKING, ASSESSMENT AND MONITORING PROCESSES.** * Raised attainment in P4
* Pupils in all classes can be seen to be engaging in quality collaborative learning approaches
* Many children across the school recognise the transition from concrete, pictorial and abstract thinking through conceptual development
* The majority of pupils report that they can talk more confidently about their maths learning, they have increased understanding of their maths learning journey, and report that they feel more positive about maths.
* Almost all staff report that they have increased proficiency in teaching maths concepts based on professional learning undertaken
* All staff identify increase in positive mindset for most pupils in all classes and time spent in quality maths dialogue using relevant terms has improved
* Data gathered through Insights assessments has identified gaps in learning to allow effective and early intervention and provided staff with increased confidence in declaration of progress
* Maths policy approach has been designed to support embedding of improvements and establish consistency of approach across school going forward
* Records of Understanding evidence coverage of Experiences and Outcomes
* Feedback from parents indicates that the majority of parents have increased awareness of approach in teaching maths and comment on the positive impact they see in their children’s attitude to maths.

**Learning Partnership feedback 07/02/24:****Areas of strength:*** All teaching staff are clear on assessment processes within maths and are using Records of Understanding consistently to plan and track learning leading to more robust declarations of attainment;
* Almost all children are engaged in their learning across the school and most pupils in focus group report they are highly motivated in maths using the new resource;

**Areas for development:*** Differentiation in all classes needs consideration. Use of Maths No Problem resource is limiting support and challenge, with children’s individual progress not being sufficiently planned and supported;
* Use of questioning and collaborative learning approaches needs to develop further to ensure higher order thinking, application of skills and appropriate challenge supports all children's learning progress;
* Ensure maths planning and approach is underpinned by Fife model and learner pathways;
 |
| **Next Steps:*** Possible purchase of Teaser books to extend learning
* Complete maths policy approach and use to establish mastery approach to maths teaching and learning
* Develop teaching approaches to support differentiation within mastery approach
* Continue to develop journaling
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| **Priority2 –Improve pupil sense of belonging, security and value as part of the school community** **Pupil Version: I will feel a valued and included part of the school.** (LINKED TO PEF OUTCOMES) |
| **Directorate Improvement Plan** Equality & Equity Achievement  | **HGIOS 4 Quality Indicators**1.1 Self-evaluation for self-improvement2.4 Personalised support3.1 ensuring equity, wellbeing and inclusion |
| **Has this priority been:**(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** Used data from Glasgow Motivation and Wellbeing profile and Leuven Scale to identify targeted intervention groups
* Delivered input in emotional literacy, social skills, friendship skills and self-esteem/confidence building
* Baseline assessment used to measure progress for pupils plus pre/post measure to inform level of input required
* Revisited vision values and aims with staff. pupils and families
* Created Values Mascots to reinvigorate school values and share with families
* Weekly assembly inputs to deliver focus on school vision and make links to wider life of the school
* Displays in central school areas of pupil interests to increase sense of belonging
* Survey of parents for feedback on Vision Values and Aims – baseline and measure of progress
* Strategic planning development of HWB curricular delivery learning about children’s rights, protected characteristics, anti-bullying, emotion works
* Introduced Fix it Folder as a core approach in all classes
* Pupil voice board which includes assembly minutes created by House Captains
* Funds acquired to deliver enhancements to playground to give children a sense of wellbeing
* Referral process for pupils who have been identified with emotional needs
 |
| **Impact:****EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS, ASSESSMENT AND MONITORING PROCESSES.** * Pupils, families and staff report an ethos across the school where everyone feels safe, nurtured and included
* All children can talk about the school vision and values – the majority of parents surveyed were able to talk about school vision and values
* Support Assistants feel more empowered to deliver improvement in pupil wellbeing through targeted intervention
* Support Assistants have ownership over intervention approaches
* Data shows that most pupils identified no longer require wellbeing interventions
* GWP data evidences reduction in pupil who require wellbeing intervention – for example 61.5% of P1 learners required intervention. When reassessed data from GMWP displayed a decrease with only 33% requiring intervention.
* Pupils in most classes use the Fix It Folder with increasing confidence independently accessing this tool
* Decreased record of incidents where pupils’ behaviour is unsafe.
* Established approaches of de-escalation and self/co regulation approaches are evident in all classes and playground.
* All staff using ABC approaches and recording of behaviours to identify potential triggers and patterns leading to improved individual and universal approaches

**Learning Partnership Feedback 07/02/24:** **Areas of strength:*** Health and wellbeing interventions to improve readiness to learn are planned based on data gathered on each pupil and impact is measured- PSAs have leadership of this;
* Vision and values are embedded and all stakeholders are confident to talk about these and how they impact on school;
* Parent group spoke about the school vision and values and feel these help their children to feel positive, motivated and included in school;

**Areas for development:*** Some children do not recognise their leadership roles within the school and not all children have regular, planned opportunities for leadership;
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| **Next Steps:*** Cool in School programme across school
* Develop approaches to scripting to empower pupils and provide consistency of responses
* Identification and target approaches to manage pupil anxiety and develop positive mindsets
* Increased opportunities for pupil leadership across whole school
 |
| **Priority 3 – Improving Feedback, self and Peer Assessment in Writing** **Pupil version: I know more about how well I am doing in my writing.**  |
| **Directorate Improvement Plan** Achievement   | **HGIOS 4 Quality Indicators**1.2 Leadership of learning 2.3 Learning Teaching and Assessment3.2 Attainment and achievement |
| **Has this priority been:**(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** Staff and pupil surveys to gather data on confidence levels with peer/self-assessment
* Writing policy written which highlights the resources and approach to writing, supporting documentation and self and peer assessment guidelines
* Text type guidance for each stage in progress
* Workshop for Literacy professional learning input to enhance teacher's practice
* Timeline for cold writing assessment outlined in policy and updated on assessment calendar
* All staff engaging with the Fife Writing Assessment Pack (FWAP)
* All staff have begun to use FWAP to teacher assess and support learners with peer/self- assessment reporting increased confidence in declaration of levels and improved pace in learning in writing for all learners.
* Two members of staff have started the Explicitly Teaching Writing course with Stephen Graham
 |
| **Impact:*** All staff have reported increased confidence using the FWAP
* Majority of staff implementing more self and peer assessment in writing
* Majority of staff have reported an increased confidence self and peer assessing with their class
* Initial data showed majority of pupils don’t feel confident peer assessing however in term 4 majority of the pupils surveyed reported they were ‘somewhat confident’ peer assessing and ‘extremely confident’ self-assessing written work
* Questionnaire completed by pupils in august showed the majority of children were unsure how their writing was assessed and were unclear what their next steps were. However, the results from Term 4 indicate over 86% of pupils surveyed know next steps when work has been teacher assessed, 61% when peer assessed and 78% when self-assessed.
* Majority of pupils report in survey that they know what they are learning and why
 |
| **Next Steps:*** Continuation of Explicitly Teaching Writing course and develop this approach to teaching writing across all stages through team teaching
* Intervention groups to raise attainment in writing
* Create yearly overview with guidance on what text types should be taught at each stage
* Bring reading and writing together through WFL approach
* Build in increased moderation opportunities to collegiate calendar
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| **Attainment of Children and Young People (Primary)** |
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| **Overall Attainment for 2023 - 2024** |
|  | **Literacy** | **Numeracy** |
|  | **Stretch** | **Actual** | **Stretch** | **Actual** |
| **P1**  | 83% | 83 | 83% | 100 |
| **P4**  | 75% | 100 | 75% | 100 |
| **P7**  | 82% | 94 | 82% | 88 |

**Evaluative statement of attainment over time.**Almost all children are making good progress from their prior levels of attainment in literacy, and numeracy. By the end of P1, almost all children achieve early level in writing, and all achieve early level in reading, talking and listening and numeracy. By the end of P4, all children achieve first level in reading and talking and listening and numeracy. By the end of P7 almost all children achieve second level in reading and talking and listening and numeracy.100% of pupils not attaining have either an identified Additional Support Need, have involvement from wider agencies or meet recognised poverty indicators.  |
| **Evidence of significant wider achievements** |
| There has been a wide variety of wider achievement opportunities across the School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. There were also opportunities through wider achievements to promote the school values of Responsibility, kindness, ambition, equality and respect. Weekly awards of Values Leaves and Playground Stars are given out during whole school assemblies.These have been shared with families throughout the session through newsletters, Seesaw, and School App updates, and celebrated during weekly assemblies.

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **P1-4** | Mascot design competition | Nativity performanceAuthor visitDogs TrustBeneditti Music CoLitter pickForth Bridge Trip | Art competitionHi Viz best design compDoctor visitHeartstart | AeorspaceEgyptian National Museum workshop |
| **P5-7** | Code clubDCA French film trip | Author visit Dogs TrustForth Bridge trip | Rotary QuizP7 CeilidhYMIThe Big SingGleeFundraiserSwimming | AerospaceEuroquizSchool ShowBikeabilityRHET Balgove |
| **Whole School**  | Leaves/Star awardsOpen afternoonValues Mascots and We are Strathkinness Wall | Leaves/Star awardsCluster BasketballScottish Book WeekMaths Week ScotlandPantomime tripHi Viz CompetitionChristmas Fair | Leaves/Star awardsWorld Book DayBurns Poetry performanceCareers WeekFair Trade FortnightTree plantingBig Plastic CountEaster Bonnet Parade | Leaves/Star awardsCluster footballGardening Club |

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| **Extended Learning Partnership** **Strengths and Areas for Improvement** |
| **SUMMARY OF KEY STRENGTHS:**The Learning Partnership found that the leadership roles which staff are engaged in are contributing to raised attainment through collegiate working, improved understanding of tracking and interventions and increased use of data. The school vision and values are embedded and all stakeholders are confident to talk about these and how they impact on school. All teaching staff are clear on assessment processes within maths and are using Records of Understanding consistently to plan and track learning. Almost all children are engaged in their learning across the school and most pupils in focus group report they are highly motivated in maths using the new resource.**Identified Next Steps:*** Ensure differentiation is being implemented in all literacy and numeracy teaching – grouping children according to need and progress within pathways/RUs and a move away from whole class/stage teaching of maths.
* Establish consistent approach across the school which delivers clear learning pathways and steps to success for all pupils to ensure all pupils have knowledge of what they are learning and why and how they are to progress – 4 part model approach – use of Teaching Backwards resource with staff next session.
* Develop leadership across the school by providing opportunities for all pupils to be engaged in school improvement – House responsibilities approach already becoming established but needs more robust planning and clear progression pathway using the 4 capacities and Skills Development resource to ensure this contributes to wider achievement for all pupils.
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| **Consultation with Stakeholders**  |
| * SQR, SIP synopsis shared with all parents/carers via School App and website, opportunity to feedback provided
* Pupils on-going feedback gathered through regular pupil focus groups across the school and whole school assembly using Forms, Plickers and verbal feedback
* Parent feedback via Forms surveys throughout the session
* Pupil wise and parent wise surveys
* Parent council discussion termly
 |
| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| * In September IP and SQR are shared with all parents/carers via email and shared at Parent Council and website
* Parent council are given progress updates, which is then available for all parents/carers through PC minutes.
* Priorities and updates shared with pupils via whole school assemblies
 |
| **PEF Evaluation/Impact** |
| **Targeted Interventions** * Identified group of pupils will have improved outcomes related to regulation and readiness to learn.
* 2 identified pupils will have increased attainment and engagement in learning due to closing gaps in conceptual understanding in writing and numeracy and improved confidence.
* Identified pupils will be supported financially with trips and resources for school.
* 2 Pupils referred to Wave Project
* Pupils identified through Glasgow Wellbeing Profile supported with 1-1 and small group support for therapeutic input for emotional regulation, social skills and confidence building.
* Early intervention in P1/2/3 to boost attainment in basic literacy and numeracy progress
 |
| **Progress:**All targeted interventions planned were carried out by support staff supported by Support for Learning Teacher and Principal Teacher |
| **Impact:*** By term 3 the number of pupils in need of social and emotional intervention groups had dropped significantly
* GWP data showed increase in pupil sense of belonging, safety and friendship in targeted group
* Support staff reported increased confidence in delivering interventions and measuring impact
* Support staff reported an increased understanding of the needs of specific children and how to support in learning environment as well as playground
* Handwriting intervention has shown improvement for small group of pupils directly and pupils in P1 taking part in fine motor intervention demonstrate improved strength and control
* Use of interventions for dysregulated behaviours is consistent across the school. Fix it folder has been used successfully in early/middle classes in particular.
* All pupils referred attended Wave Project fully. All pupils report increased confidence, reduced anxiety, a sense of belonging and a feeling of acceptance. Parents of pupils also report evidence reduction in anxiety related behaviours.
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**School/Setting Name: Strathkinness Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | Good | Satisfactory | Good | N/A |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | N/A |
| **3.2 Raising attainment and achievement** | Satisfactory | Good | Good | N/A |

**Headteacher**: **Kate Balsillie**

**Appendix B - Session 2024-2025 Improvement Plan**

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| **Education Directorate Improvement Plan:** Achievement |
| **Focused Priority: Priority 1 – Develop learning and teaching ethos through agreeing a Learning Standard** **Pupil Version – TBD with pupils** |
| **HGIOS4 Quality Indicators** |  |
| 1.2 Leadership of learning 2.3 Learning, teaching and assessment3.2 Raising Attainment and achievement  |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * All pupils will experience consistency of learning experiences leading to improved outcomes
* All staff will provide learning experiences that provide support, pace and challenge for all pupils
* All pupils will experience appropriate support in their learning based on individual need linked to Circles Framework and Summaries of Support
* All pupils will have a say in how they learn and have opportunities to feedback in a meaningful way
* All pupils will have the opportunity to lead change in school and their wider school community
* An increased number of pupils will have opportunities of wider achievement within the cluster
* All stakeholders will have a clearer understanding of how the Four Capacities support the curricular opportunities in our school
* Parents will recognise how learners are supported and know more about the expectations of adults and learners in school in relation to learning
 | * Use Circles approach to develop consistency of universal learning experiences for all pupils
* Professional Learning using Working Backwards book
* Work with all stakeholders to agree a Teaching and Learning Model for delivering learning in all classes
* Weekly Pupil Leadership activity in Houses facilitated by staff developing leadership in pupils – community, national and local inputs.
* Engage with Active Schools to establish wider achievement opportunities and enhance leadership
* Use 4 capacities to look at balance of learning experiences of pupils
* Rights based approaches – Rights Respecting School?
 | PT and LST with all staff   All staff led by HT/PT      Teaching staff and pupils      HT and Active Schools Coord   HT   HT/Teaching staff  | Feedback from pupils, parents and staff across each term.Feedback from LST on levels of support for pupils with ASN.Survey pupils to monitor suitability of support resources availableAudit of approaches against 4 Capacities to measure balance across these for pupils in early, middle and upper.Learning Partnership feedback on support, challenge and differentiation for all learners. | All stakeholders to provide feedback on experiences of learning, teaching, attainment and achievement in term 1.Use of Circle approach to audit learning environments term 1Term 2 SfL meeting with all staff to look at SofS and audit resourcesAll staff to have engaged with Learning Backwards by Feb. |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement |
| **Focused Priority: Priority 2 – Raise Attainment in Writing for pupils behind track by 6-12 months (linked to PEF outcomes)****Pupil Version: TBD with pupils** |
| **HGIOS4 Quality Indicators** |  |
| 2.3 Learning, teaching and assessment3.2 Raising Attainment and achievement |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * raise attainment for all learners who are behind track by 6-12 months to on track
* All learners will develop increased understanding of their attainment in writing
* Learners in P4-7 will increase their understanding of text types and how to structure writing
* All learners in all classes will experience contextualised learning through WfL approach
* Almost all Learners in all classes will know where they are in their writing progression and understand their next steps
 |  * Training for 2 staff in Explicity Teaching Writing with Stephen Graham
* Cascading approaches through team teaching and staff collegiate development.
* Establish writing assessment policy and moderation across whole school
* Integrate WfL approach into literacy delivery in all classes. through team teaching, Fife PL opportunities, Cluster Glow resources
* Staff to engage with PL Literacy support materials online
* Handwriting intervention groups
 | L Mudie, R Wilson, K Balsillie    All teaching staff supported by L Mudie, A Rodden, R Wilson, K Fyfe  | Focus group of pupils will demonstrate knowledge of their learning progress in writingEvidence of improved attainment for all targeted learners with those 6-12 months behind track making significant gainsPupils identified for handwriting intervention will evidence improved legibility, confidence and pace in writing. | ETW training in term 1WfL training in term 1Collegiate moderation and assessment in terms 1 and 3All staff to engage with Literacy online support by DecemberHandwriting intervention groups 8 weekly inputs throughout terms 1,2 and 3. |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:**  Achievement |
| * **Focused Priority: Priority 3 –**  Integrate use of Progress system for tracking progress in learning in all curricular areas.
* Pupil version: TBD with pupils
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| **HGIOS4 Quality Indicators** |  |
| 1.2 Leadership of learning 2.3. Learning Teaching and Assessment |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| * All children will experience planned, progressive learning experiences across the broad general education.
* All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum
* All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.
* Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum
 | * Attainment and Forward Planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgements.
* Staff will develop confidence in planning for assessment.
* All staff in liaison with SLT will develop their understanding of the Progress Framework.  This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children
* All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.
* All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.
 | SLT and teaching staffTeaching staffSLT and teaching staffTeaching staffTeaching staff | **Data** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD  ASN, EAL, LAC, AF etc **People’s Views** Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feeback from moderation activity Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum **Observations** Forward planning documentation monitoring  Classroom observations linked to identified areas of the curriculum  (QA calendar)   Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum  | Transition meeting Term 1SfL meeting Term 2Tracking meetings terms 2 and 3Collegiate calendar – termlyTerm 4Term 4Term 3 |
| **Ongoing Evaluation** |
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**Appendix C** **Session 2024-2025** **Improvement Plan – PEF Plan Examples**

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| **Pupil Equity Fund allocation for session 2024/25**  | **£5403** |
| **School Context**  |
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| **Cost of the School Day** |
| At Strathkinness 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. |
| **Stakeholder engagement**  | **Participatory Budgeting**  |
| Shared via Parent Council and recorded in meeting minutes, parents have the opportunity to offer feedback. SIP PEF display and feedback wall parent questionnaires and feedback sought at open afternoon events |  NA |

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| **Rationale** (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost**  | **Amount of Fund allocated (if appropriate) £5403** |
| **PEF Priority 1:**  Reduce anxiety that leads to dysregulated behaviours, time out of class and non attendance  |
| **Expected Impact**  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **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?)  |
| * Improved attendance for identified pupils
* Reduced instances of challenging behaviours
* identified pupils reporting they feel supported by their learning environment

  | * Develop and establish consistent scripting for all staff to use in dialogue with pupils both in learning, play and social interactions.
* Establish sensory area in each classroom based on sensory profiling and pupil voice
* Pupil empowerment – opportunities for pupils to identify and lead change
* 1-1 intervention – pupil leadership approach as well as enhanced use of Kitbag and talk therapy.
* Circle Approach
* Playbox with 4 targeted pupilds
* Wave Project referral for 2 pupils
 | * Pupil surveys
* Violence and aggression reporting
* Attendance monitoring
* Glasgow Wellbeing Survey twice in session
* Learning environment audit
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| **PEF Priority 2:** Increase attainment in writing for identified group of pupils  (links with SIP priority 2) |
| **Expected Impact** (What is the expected impact on outcomes for children and young people)  (Links to SIP Priority 2)  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **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?)  |
| * Increased attainment in writing for targeted group of pupils
 | * Training of 2 staff members in Explicitly Teaching Writing
* Resourcing WfLapproach through purchase of quality texts
* Releasing staff for team teaching and cascading of pedagogical approaches
* Releasing staff for training and managing resources
* Funding staff for handwriting intervention groups
 | * Fife Writing Assessment data
* Ongoing evaluation of attainment against success criteria related to ETW
* Increase in attainment declaration of targeted group

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| **PEF Priority 3:** Provide increased opportunities for pupils to experience wider achievement (links with SIP priority 1) |
| **Expected Impact** (What is the expected impact on outcomes for children and young people)  (Links to SIP Priority 1)  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **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?)  |
| * Pupils with reduced access to clubs and hobbies outside of school or who have barriers to opportunity will achieve success beyond the curriculum
 | * Create additional teams for cluster events to include targeted pupils
* Release/fund staff to attend with pupils
* Arrange transport to take larger numbers of pupils to events
* Fund staffing to support targeted group pupils to access community achievement opportunities such as beach clean, volunteering etc.
 | * Active schools inactive data
* Pupils will report increased opportunities for wider achievement and more access to opportunities beyond the curriculum
* Parents will report increased opportunities for their children

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