Session 2023 -2024 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy	National Improvement Framework Drivers: Curriculum and Assessment

Focused Priority:

- Develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on attainment in P4 and Early Years, to raise the attainment of all our learners and in particular our most disadvantaged children and young people.
- Initial focus on the moderation cycle before a focus on literacy- based on the NSA P4 data and Early Years ELIPS.
- **Thornton PS: Develop a shared understanding of the learning, teaching and assessment of writing in order to raise attainment in writing for all learners, in particular children in P4, P5 and P7**

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 Professional engagement and collegiate working 1.3 Strategic planning for continuous improvement 2.4 Personalised Support 3.2 Raising attainment and achievement	1.2 Professional engagement and collegiate working 1.3 Strategic planning for continuous improvement 2.4 Personalised Support 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
- All settings will have effective systems in place to promote equity of success and achievement for all our children and young people across clusters schools and ELCCs. - All settings will have raised the attainment of all learners and in particular our most disadvantaged children and young people in reading. - Across all cluster settings, our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning,	**Term 1:** Raising attainment cluster meeting to share priorities Raising attainment PT to meet with QAMSOs to plan in-service input Raising attainment PT to meet with ELCC staff and Jill Fraser (EY Team) What's in a level? -focus on moderation All P4s to have completed SNA in Oct. Data to be analysed by PT to prioritise raising attainment in reading priorities. **Term 2**	Kat Easson to line manage RA PT Raising attainment PT (also to join LPs) to work with targeted schools until Dec. Cluster QAMSOs Jenn Knussen Jenna Gilfillin (DHT Markinch) Wendy Anthony (HT Carleton and Ladybird) JF ASN outreach teacher Warout 1.0 FTE and Thornton 0.5FTE additionality	NSA Nov P4 data ELIPS data Aug, Jan , April Records of understanding TRAMS- attainment over time Pitt West trialling Didbook Staff evaluation of moderation process Observations- across cluster and learning partnerships Tracking of attainment gap through Power BI	Term 1 Friday 1st Sep- cluster meeting -planning with RA PT. Friday 10th November in-service day Wednesday 14th February in-service day Thursday 9th May in-service day

support and specialist resources. • All staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. • As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	Whole cluster in-service input 9:15am-12pm at Carleton Primary School with a moderation focus. In-service 1:30-3:30pm- 'Up, Up and Away' focus on high quality learning opportunities within the ELCCs. (Carleton PS) In-service 9:15am-12pm PSAs at Pitt East 14 P4 teachers in trios/fours for moderation across cluster working with JF ASN outreach teacher **Term 3** EYO in-service 1pm-3pm at Carleton **Term 4** EYO in-service 1pm-3pm at Carleton PSAs to Pitteuchar East 'Making a difference' evaluation			
Thornton Primary ONLY Increased attainment for all pupils in writing across the school, with most pupils in P4, P5 and P7 being on track for their writing by May 2024 (currently 39 (61%) children out of 63 are on track – aim for 80 %) Approaches for learners to use self and peer assessment for writing are embedded across the school – using Self-assessment criteria grids All staff are confident in moderating learners writing using	**Thornton Primary ONLY** Teachers will review current learning and teaching and resources in writing Staff will engage with the Fife Progression Pathways for writing, the Fife Moderation Pack and the resources during Twilight sessions SLT will meet with additionality teacher 0.6 FTE and teachers in P4, P5 and P7 to plan support for writing and organise a plan for review	**Thornton Primary ONLY** Derek Cobb – DHT / QAMSO Jennifer Stewart - QI rep for School	**Thornton Primary ONLY** Base line data from writing assessments NSA Nov P4 data NSA OCT P7 data Records of understanding TRAMS Staff evaluations and feedback Classroom visits Learning Partnerships	**Thornton Primary ONLY** Base line - to be completed by Friday 1st September 2023 Wednesday 4th October 2023: Staff twilight sessions – term 1 review current, and engagement in new writing assessment pack Wednesday 25th October 2023: Staff twilight sessions – term 2 moderate existing writing using new packs SLT meeting with 0.6 FTE teacher - term 2

'Fife Moderation Pack and declaring their attainment in writing. 4-part model is used effectively during lessons to involve learners in their learning – (focus on writing lessons)	Writing assessments baseline will be carried out, and QI methodologies used to target support with additionality teacher Teachers will begin to use Fife Moderation Pack resources with their classes during writing lessons Teachers will revisit the Moderation Cycle. A format for 4 part model will be decided with a focus on LI, SC, skills and plenary		Tracking of attainment gap through Power BI Pupil Focus groups	Term 2 and Term 3 – Writing QI project to target P4, P5 and P7 Wednesday 1st November 2023: Staff twilight sessions – what makes a good writing lesson Wednesday 15th November 2023: Staff twilight sessions – what makes a good writing lesson part 2 Wednesday 24th January 2024: Staff twilight sessions – New Base line - to be completed by Friday 23rd February 2024

Ongoing Evaluation

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

National Improvement Framework Priority:	National Improvement Framework Driver:
Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged children and young people.	Assessment of children and young person's progress Teacher Professionalism

Focused Priority:
- Develop our approaches to supporting all learners with learning, whether this be a specific learning difficulty, provide additional challenge to more able children and general supports and aids across all learning areas.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion	2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
• All staff will use the CIRCLE and Up, up and Away framework to support the inclusion of learners within the class/nursery • All children in all classes are benefitting from high quality universal support with staff taking proactive steps to ensure barriers to learning are minimised. • Learners requiring targeted support receive well planned and appropriate interventions • There is a clear framework of assessment in place to refer learners who require	• All teaching staff to engage in sessions around CIRCLE resource • All nursery staff to engage in Up, Up and Away resource • Revise Support for Learning referral process • Professional reading about challenge for all learners • All staff to revisit Relationships, nurture and Fife De-escalation pack • 2 staff members to participate and lead on Fife	CIRCLE Leads - Holly Logan SfL Aneith Thomas – Education Psychologist Up, Up and Away Leads – Jennifer King SEYO and Emily Tall HT Relationships, nurture and Fife De-escalation pack Leads - Lauren Farquhar CT and Emily Tall HT Aneith Thomas – Education Psychologist Boardmaker pilot work Helen Shand – CST Holly Logan SfL	• CIRCLE inclusive classroom scale (CICS) will rate the inclusiveness of the classroom environment • CIRCLE participation scale (CPS) will identify and measure areas of learner participation • Classroom visits demonstrate inclusion of all learners within the classroom • Reduced referrals to support for learning for children who require additional support	August INSET – Emotionworks cog 5 Wednesday 6th September 2023 – Discussion around anti bullying Wednesday 13th September 2023 – Planning time with PSA staff Thursday 28th September - Staff twilight: Phonics Webinar lead by SfL INSET – PM ASIST

additional support within the classroom • In all classes children are challenged appropriately particularly children who are achieving beyond their expected level • In all classes all learners are engaged in learning and have positive relationships with their teachers and peers • Children will have a raised awareness of bullying and what is and how they can access support • Emotionworks programme will be embedded across the whole school by May 2024	Boardmaker pilot group work • Staff to receive input and training from ASIST team • Staff to receive further Emotionworks training on remaining COGS • Staff to receive refresher training on Respect Me resources. Children to access resources in class. •		• Professional dialogue shows shared understanding of universal approaches • Dialogue with teachers through planning and tracking meetings • Questionnaires and feedback from parents • Less referrals to educational psychology and other agencies	Wednesday 22nd November 2023 – Staff twilight session: CIRCLE Wednesday 29th November 2023 – Staff twilight session: CIRCLE Wednesday 13th December 2024 – Planning time with PSA staff Wednesday 18th January 202 – Staff twilight session: Emotion works cog 6 and 7 Wednesday 7th February 2024 – Planning time with PSA staff February INSET – CIRCLE and Support for Learning Wednesday 22nd May 2024 – Planning time with PSA staff
Ongoing Evaluation				

National Improvement Framework Priority:	National Improvement Framework Drivers:
Improvement in attainment, particularly in literacy and numeracy	Curriculum and Assessment

Focused Priority:

- All children in our ELC will have a good foundation in early numeracy and mathematics skills through accessing high quality play provision

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
and this will be achieved through increased staff confidence in conceptual numeracy approaches and how these are developed through play in our ELC.	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
- All Children have access to high quality numeracy and mathematics opportunities throughout the ELC indoors and outdoors - All Children have increased awareness of number and its purpose in the world.	- Staff training on conceptual numeracy in Early Years - Staff to carry out core provision audit throughout the academic year - Key group of children to be identified and progress assessed and monitored	Ryan Graham – Nursery Teacher	PLJ monitoring of observations linking to planning SLT visits Staff feedback Parents Feedback Children's Feedback Learning Partnership feedback BASE (AUG 2024)	August INSET – Conceptual training Thursday 21st September 2023 - Conceptual training October – Core Provision Audit November - key children to be identified and baseline taken Thursday 16th November 2023 - Conceptual training Thursday 22nd February 2023 - Conceptual training April – Core Provision Audit Thursday 18th April 2024 - Conceptual training August 2024 – P1 Base assessment

Session 2023- 2024 Pupil Equity Funding Improvement Plan

Attainment Fund Rationale P7	Raise attainment in writing in P4, P5 and	Amount of Fund	£81,000

Our attainment has slightly decreased for writing this session. In 2021-22, the current P6 children and in 2022-23 the current P3 children received target supported for writing, attainment is currently 88% (P6) and 90% (P3). On average across the whole school P1-P7 attainment is 69% this session down from 72.2 % for writing. It is especially lower in P4 (65%), P5 (66%) and P7 (44%), these specific classes would be identified for targeted intervention in the first instance.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 1 To raise attainment in P4, P5 & P7 writing (P4 – from 65% to 80%, P5 – from 66% to 80%, P7 – from 44% to 80%) by Dec 2023. *Focus on grammar, punctuation and structure.*	• Baseline writing assessments to be completed with identified learners. • Phonics and grammar assessments will be used to identify gaps and next steps. • Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. • Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. • PSA will support individuals as identified. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks).	• Attainment discussions/ records will identify trends and improvements. • Writing will improve in other areas of the curriculum Regular tracking meetings with SLT, Teachers and PSA as required.	What has been the impact?

Attainment Fund Rationale	Raise engagement in learning	Amount of Fund	£81,000

We have identified 3 classes with pupils who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 2 By Dec 2023, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.	• Daily nurture sessions for identified pupils (3 age and stage appropriate groups) • Skills analysis completed for all pupils. • Boxall Profile for each identified pupil termly. • Leuven's scale of engagement completed for each identified pupil om a termly basis. Strengths and difficulties and individual plans adapted.	• Attendance and engagement data will be gathered daily. • Individual pupil targets will be created and monitored based on a range of data sources including, • Boxall Profile data will be analysed • Leuven's scale data • Identified pupils engagement in their learning will increase (age and stage dependent).	What has been the impact?
Intervention 3 By June 2024, all children within our school will be able to use Emotion Works language to help regulate their emotions and recognise the emotions of other	• All staff and pupils to be trained in Emotion Works, through training for staff, class work and assemblies	• Children will be able to identify emotions and describe how that may affect them. • Less dysregulated incidents within classrooms and playground	

Attainment Fund Rationale P7	Raise attainment in number in P4, P5 and	Amount of Fund	£81,000

Within 3 classes we have lower than expected attainment in number. We have identified 21 children who are have a reading age at least 6 months below their chronological age.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 4 By May 2024, 12 identified children will be on track for number P4 (4), P5 (4) and P7 (4).	• Completion of number assessments & analysis of assessment data and results. • All pupils to begin Number Recovery programme (3 x weekly) • PSA will support individuals as identified. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks).	• Number Assessments in June 2023 to be used as baseline (appropriate to age and stage). This will be repeated in December 2023 and NSA for P4 and P7 pupils in Oct 2022.	What has been the impact?

Attainment Fund Rationale	Raise attainment in reading in P4	Amount of Fund	£81,000

Within 1 class we have lower than expected attainment in reading. We have identified 4 children who are have a reading age at least 6 months below their chronological age.

Expected Impact	Interventions Planned	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Impact on learners Ongoing evaluation Dec/June
Intervention 5 By May 2024, 21 identified children will be within their expected age-range for Reading – P2 (8), P3 (5) and P7 (8).	• Completion of reading assessments & analysis of assessment data and results. (phonics assessment and analysis for pupils with a reading age less than 7 ½ years) • All pupils to begin Reading Recovery programme (3 x weekly) • Increased time will be allocated for reading on a weekly basis. Each pupil will read age and stage appropriate books with a PSA/teacher on a daily basis. Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies • PSA will support individuals as identified. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks).	• Reading Assessments in June 2022 to be used as baseline (appropriate to age and stage). This will be repeated in December 2022 and SNSA for P7 pupils in Oct 2022. • Reading Recovery Assessments • Ongoing assessment throughout the year.	What has been the impact?

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

School (select from drop	Thornton Primary School	
PEF Allocation 2023/24:	£	81,000.00
Underspend 2022/23		
Total	£	81,000.00

2023-2024 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing	
Category	Brief Description
Total Spend	

Staffing Aug-Apr 2023		
Staffing	FTE	Cost
Teacher	0.12 FTE	£ 4,288.00
Teacher	0.5 additionality top up	£ 15,937.00
PSA 2	14 hrs Norma MacDonald	£ 6,453.00
PSA 2	11 hrs Ola HAyper	£ 3,762.00
PSA 2	22 hrs vacancy	£ 10,094.00
Total Spend		£ 40,534.00

Other		
Category	Brief Description	Cost
other (2%)	internal charges	£ 2,025.00
Total Spend		£ 2,025.00

Improving life chances for all

Amount of spend planned	£ 42,559.00

Unallocated spend	£38,441.00