

Torbain Primary School & Early Learning Centre

Improvement Plan 2024 - 2025

'Achieving Excellence and Equity'



“Try, Participate, Succeed”



Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement

Focused Priority:1 Learning, Teaching & Assessment – (with a focus on LITERACY / READING)

Scale & Spread: Building on tried and tested approaches from last session’s Research School, we will continue to develop high quality learning, teaching and assessment to ensure consistency of practice across stages and high-quality learning experiences for pupils.

Central to this is a focus on reflective reading, professional dialogue and sharing practice

HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.4 Personalised Support 2.5 Family Learning 1.2 Leadership of Learning		2.3 Learning, teaching and assessment 2.4 Personalised Support 3.2 Securing children’s progress 2.5 Family Learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
In Nursery / ELC: 1. There will be a shared understanding of key themes in Literacy and staff will use documentation to develop their knowledge and practice. 2. To improve parents understanding of Literacy at the early level.	Staff training – Kodaly Opportunities to explore trackers, pyramids and records of understanding in depth as a staff team. Professional dialogue – N5 planning and tracking meetings. Family engagement sessions to share strategies for home. Community links with library.	Joanna Houston (DHT) Rachel Walker (NT) EYO team	Analysis of eLIPS/Base data. Observations Daily responsive planning Weekly planning meetings Parent feedback	Term 2/3
1. To improve Literacy attainment at the early stages (P.1 & P.2) through: - a focus on teaching of phonics using KODALY - use of assessments and retrieval practice to target learning <i>N.B. pace & challenge / differentiation</i>	Staff training / sharing practice from last session’s P.1 Research Project Daily Phonics input Family Engagement Sessions to share strategies for supporting phonics / reading at home Diagnostic Assessments to target specific needs	Charlene Black (Enquiry Lead) Joanna Houston (DHT)	Analysis of eLIPS / BASE data Direct observations (Class Teachers administering BASE)	Term: 1 Literacy Collegiate Session Term:2 Family Engagement Session
2. There will be a shared understanding of successful approaches to teaching reading / literacy at First / Second Level. To improve Reading Comprehension for targeted groups of learners through QI (VIPERS) approach - using visual prompts to aid comprehension	Staff Sharing Practice Collegiate Session (Term:1) Teachers working together to create supporting documents / questions linked to key texts Fife Q.I. Improving Reading Programme (Training for P6 staff)	Kat Birse P6 teachers (Q.I.Training)	Baseline Assessment Learning Visits Pupil Voice	Term: 1 Literacy Collegiate Session QI Reading Training (2 full days & twilights – Term:1/2)

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
3. Guided Reading at First / Second Level will ensure appropriate pace, challenge and differentiation	Development of Shared Agreements on Literacy / Teaching of Reading at First / Second Level	Michelle McNeill Second Level Staff Donna Shiels First Level Staff	Staff Feedback Learning Visits Planning & Tracking discussions	Term:1/2
4. Building on learning from research schools – staff make more effective use of data to target learners needs to ensure appropriate support Use of assessments and retrieval practice to target learning <i>N.B. pace & challenge / differentiation</i>	Moderation sessions (QAMSOs) Use of Diagnostic Assessments to target specific needs Raising Attainment Teacher – working with Class Teachers / DHTs to support data analysis Effective use of assessment to target Retrieval Practice Use of Progression Pathways / pupil articulation of learning	Kim Wyse (QAMSO) Rose Laing (QAMSO) Fiona Ward (R.A. Teacher) DHTs	Staff Feedback – Moderation Sessions Record of Planning & Tracking Meetings Pupil Feedback	Moderation Sessions Termly
Reflective Reading Groups will ensure staff continue to engage in professional dialogue and are informed by national documents. Ultimately resulting in positive impact on practice and improved outcomes for pupils. N.B. As areas of enquiry are developed – specific improved outcomes for pupils / key cohorts will be identified based on research / areas of focus	Reflective Reading Groups / Texts: - Play By Any Other Name - Interacting or Interfering - Rosenshine’s Retrieval Practice -Teaching Backwards <i>*Key National Documents to support professional development:</i> <ul style="list-style-type: none"> • <i>Realising the Ambition</i> • <i>Building the Curriculum 2: Active Learning in the Early Years</i> • <i>Building the Curriculum 4: Skills for Learning, skills for life and skills for work</i> 	DHTs & Enquiry Leads / Reflective Reading Leads: <i>Kim Wyse Ashley Murray Rose Laing Charlene Black Nursery Lead</i>		Termly Research / Reflective Reading Groups – Collegiate Sessions

Ongoing Evaluation

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				
Focused Priority:2 Curriculum – A shared understanding of ‘Our Curriculum’ with planned, progressive pathways across the BGE and a skills-based approach to learning <i>We will ensure there is a shared understanding of ‘Our Curriculum’ with an entitlement for all children to progressive learning experiences across the BGE. Children will develop skills across curricular areas through playful learning and planned meaningful contexts. Staff will engage in planning and moderation, using the benchmarks and using a range of assessment evidence to inform professional judgements and achievement of a level across the BGE.</i>				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Creativity & Employability		2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.2 Securing Children’s Progress 3.3 Developing creativity & skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence / QI Methodology)</i>	Timescales
<p>Curriculum Rationale – launch of our refreshed curriculum. All staff will have a shared understanding of ‘Our Curriculum’ for our learners and the key drivers: <i>Readiness to Learn</i> <i>Relationships</i> <i>Opportunities & Individuality</i> <i>Personal Achievement</i></p> <p>Through planned opportunities with parents/carers, we will develop their knowledge of the broad general education, and a shared understanding of ‘Our Curriculum’ through the launch of our refreshed Rationale. This will ensure they can support children in their learning across the curriculum</p>	<p>In-Service – August Pupil Launch – Assemblies Visuals / Video Clip</p> <p>Parent / Family Engagement Session – Curriculum Focus (Term: 1 – Parents’ Night)</p> <p>Parent Council</p> <p>Curriculum Drop-In</p>	Louise Yuile	<p>Monitoring</p> <p>Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Parent Feedback</p> <p>Partner Feedback</p>	<p>August In-Service</p> <p>October ‘24</p>
<p>Curriculum Progressions & Pathways All children will experience planned, progressive learning experiences across the broad general education.</p> <p>Pupil Voice in Curriculum: shared approaches to developing pupil voice / personalisation & choice, linked to the UNCRC / Global Goals will ensure learners are fully involved in their learning.</p>	<p>Making links / ensuring meaningful contexts for learning – Year Overview (linked to whole school collegiate calendar)</p> <p>Progression Pathways for key identified curricular areas: e.g. RME / Equalities and Diversity Sharing practice with staff re. personalisation & choice / pupil voice in planning</p>	<p>Louise Yuile Donna Shiels</p> <p>Natalie Wishart</p>	<p>A3 Curriculum Overview / Curricular Links Planning & Tracking Meetings / Forward Planning Documentation Monitoring / Class Learning Visits / L.P. Classroom observations linked to identified areas of the curriculum (QA calendar) Learning Walls / Learning Journey Monitoring Pupil Voice / Staff Feedback Focus for LP – learning experiences across the curriculum / Identified areas Pupil Voice - curriculum</p>	<p>Term: 1 (August)</p> <p>Termly Planning Meetings</p> <p>Learning Visits / Learning Partnersip Term: 2/3</p>

<p>Tracking Progress:</p> <p>All staff will track children's progress and use assessment evidence to support professional judgements, ensuring all children experience their entitlement to a broad general education</p> <p>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</p> <p>Tracking & Monitoring 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.</p> <p>Reporting All staff will be familiar with the reporting framework built into PROGRESS and this will support reporting to parents/carers</p>	<p>All staff will use CfE benchmarks for identified curricular areas to engage in planning for assessment / moderation activity</p> <p>As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum <i>e.g. RME / Sciences and Technologies</i></p> <p>'Progress' Tracker – training sessions for staff</p> <p>All staff will use the reporting aspect of PROGRESS 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.</p>	<p>DHTs All teaching staff</p>	<p>Teacher professional dialogue with SLT at Planning & Tracking Meetings</p> <p>Feedback from moderation activity</p> <p>Teacher views on new system</p>	<p>Termly Moderation</p> <p>Feb'25 – In-Set</p> <p>Cluster STEM Pupil Focus Event (March '24)</p>
<p>Play: Meta-skills</p> <p>There will be a shared understanding of the purpose of play (school rationale) and all children engaging in playful learning across stages linked to the development of meta-skills (The 5 C's: (Focus) Concentration, Communication, Curiosity, Creativity, Critical Thinking)</p>	<p>Fife PL sessions - Empowering Play Pedagogy Supported Programme – Lead by Dean Black</p> <p>Play TLC Network – Central area</p> <p>Reflective Reading Group: <i>'Play By Any Other Name'</i></p> <p>Staff Collegiate Session – Play / meta-skills (the 5 'C's')</p> <p>Develop staff understanding and confidence in the meta-skills in preparation for reporting</p> <p>Create Torbain's 'Play Rationale' and ensure staff shared understanding</p>	<p>Joanna Houston <i>*Fife TLC Play Lead</i> Charlene Black Shirley Rankine Tracey Gillies</p> <p>Nicole Steel</p>	<p>Staff Feedback / Early Level TLC</p> <p>Pupil Feedback / Pupil Voice Groups</p> <p>Learning Visits</p>	<p>Term 2/3</p> <p>Nov' In-Set / Collegiate Session</p>

<p>Nursery/ELC Shared vision between staff and families on the curriculum and sharing of wider achievements. Staff have an understanding of the skills celebrated and planning for next steps in learning.</p>	<p>Wider achievement display / floorbook in nursery playroom. Homev / nursery links via Seesaw Family engagement sessions</p>	<p>Joanna Houston Rachel Walker EYO staff</p>	<p>DHT/NT Monitoring Parent engagement/feedback</p>	<p>Term 2/3</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/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: <i>3.1 Wellbeing, Equality & Inclusion – Consistent approaches to be used by all staff to support the social and emotional needs, ensuring children are ready to learn.</i>				
We will further develop spaces, practice and shared approaches linked to our PEF Priority Focus:1 – raising engagement through nurture / planned interventions				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
3.1 Wellbeing, Equality & Inclusion 2.4 Personalised Support		3.1 Wellbeing, Equality & Inclusion 2.4 Personalised Support		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence / QI Methodology)</i>	Timescales
<i>Establishing a Base / Space to support ASN in Early Years</i> To work in partnership with wider agencies to create a safe and nurturing space for children with additional needs to access across the early level – Nursery/P1.	Links with Educational Psychologist and ASIST to ensure we are providing a space to meet the varied needs of children across our Nursery and Primary 1 classes. Staff training opportunities to enhance knowledge and understanding of children with neurodivergent needs.	Joanna Houston Kerry Mitchell PSA staff	Observation of children Staff feedback / professional dialogue Feedback from wider agencies Parental / Partner engagement Review meetings	Term 1 & ongoing
Promoting equality, inclusion, and diversity: We aim to ensure our school is a safe, inclusive place where all children are respected, included, and heard - recognising and celebrating differences with a culture of respect and fairness Expected impact: Children will have a better understanding of equality and diversity and demonstrate this through the ethos and life of the school	Review of Inclusive practice / Equality & Equity <i>*Include: Equality, Diversity & Inclusion Guidance; Ed.Scotland 'Promoting and developing race equality and anti-racist education'</i> Fife Equalities & Diversity Toolkit Anti-Bullying / Anti-Racism <i>*Education Resources & review procedures for reporting on Seemis</i> Look at links to Equality & Diversity through RME / HWB - RSHP progressions & Assembly Overview <i>*Consider Curricular Links (Year Overviews)</i> <i>*RRS Ambassadors</i>	D.Shiels (DHT) Lauren Grainger (CT)	Staff / Pupil Survey <i>(linked to UNCRC questionnaire / HGIOURS?)</i> Pupil Voice feedback Staff / Parent feedback Professional dialogue through Staff / Department Meetings & Planning and Monitoring discussions	Collegiate Session – Term 2

	Staff engaging with progressions for RME, and children being given opportunities to learn about a wide variety of religions, beliefs and cultures	Donna Shiels (DHT) Kirsty Gillespie (CT) Romy Price (CT)	Review of RME planning / progressions *staff feedback	
<p>Keeping Your Cool in School: Updated resource</p> <p>Expected impact: Children will be supported to recognise and discuss their feelings about themselves and others Children are better equipped with the attitudes and skills they need to thrive in a changing society Parents and staff working together to teach children respect for themselves and one another</p>	<p>Cool in School Launch (Fife) - September '24</p> <p>Staff Collegiate Session / Nov' In-Set to launch the updated resource to support social, emotional wellbeing and positive behaviour & relationships</p> <p>Staff to link resource / units to Social, Emotional Mental Wellbeing pathways / progressions already in place</p>	<p>Fiona Ward Natalie Wishart</p> <p>Teaching / Support Staff</p>	<p>Staff, Pupil, Parent Feedback</p> <p>Evidence in classroom environments and in the playground</p>	In-Set Nov'24
<p>Nursery/ELC</p> <p>To continue to embed the UNCRC into our daily practice and develop opportunities for pupil voice.</p> <p>To embed SIMOA within our nursery with a shared understanding between staff, families and children.</p>	<p>Family Engagement sessions UNCRC working party – continue from sessions 2023/2024 CPD opportunities for staff Children involved in risk assessing in nursery playrooms, garden and wider community. Community links</p>	<p>Rachel Walker Chelsey Davies Stef Mooney EYO staff</p>	<p>Family engagement/feedback</p> <p>Daily observations</p> <p>Professional dialogue / Nursery meetings - staff feedback</p>	Term 1/2

Ongoing Evaluation

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

Pupil Equity Fund allocation for session 2024/25	£123,725					
School Context (copied from SIP)						
Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC sessions offered • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	Current School Roll - 523 18 School Classes ELC – 89 full day, term time spaces, for three and four-year-old children across 3 Playrooms - with free access. We have 15 care experienced children, 7 who are from out with Fife, and 3 who are kin-ship 30 EAL children 8 children to be monitored through Armed Forces covenant 24 children have an identified additional support need or have an assessment in process					
FME	131 pupils (25%)					
SIMD Profile for establishment	7.3% of our catchment fall into SIMD 1-2 51% in SIMD 3-4 28% in SIMD 5-6 2.2% in SIMD 7-8 11.4% in SIMD 9-10					
Attendance (%) Stretch Target = 91.9%	Overall	92.41%	Authorised	4.38%	Unauthorised	3.20%
Attendance is higher than the Fife average but lower than the national.						
Exclusion (%)	0					

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

At Torbain Primary School and ELC, 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 make considerations through:

- Uniform Swap-Shop / Torbain's 'Tinted'
- Subsidised travel for e.g. trips / excursions
- A variety of school-based experiences in place of costly excursions
- Wide range of school-based clubs with no charge
- Fruit / snack / nurture breakfast
- Devices to support those who may have limited access at home

Stakeholder engagement

(In what ways have you engaged with your stakeholders – learners / parents / community)

- Our Parent Council are involved over the session in regular review of School Improvement Priorities, including PEF interventions
- Parent Council meetings are held termly sharing progress and inviting feedback.
- All parents have been invited to give feedback over the session in different ways and through verbal, written and Forms surveys
- At Parents Evenings we invite feedback through QR codes – in September we asked parents to reflect on Partnerships and Family engagement and in March we invited feedback on Participatory Budget
- Upper School Parents have also been invited to give feedback on pupils residential experience
- Parents were invited to take part in the Parent Wise Survey with 110 responses
- In June all parents were invited to contribute to review of our Curriculum through a Forms Survey
- Pupil Voice is strong in our school and Pupil Ambassador Groups are actively involved in school improvement and contribute to the life of the school. Pupils are invited to share on themes from HGIOURS
- House Captains and Pupil Leadership Team meet to consult with Mrs McNeill.
- Staff are invited to share views through Staff Wise
- Staff are all involved in reviewing the SIP through self-evaluation wheels for key Q.I.'s and invited to evaluate progress and impact for Key Focus Priorities, including PEF
- Staff share practice termly linked to research / school improvement priorities and working parties

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

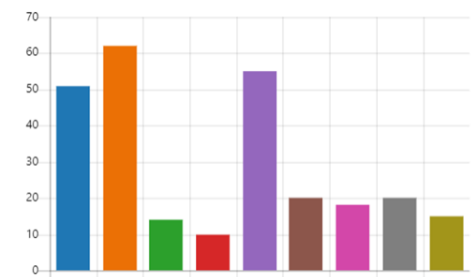
Yes, we aim to use PEF allocation to benefit our children potentially impacted by poverty. After consultation with parents and pupils, the focus would be on providing a wide range of trips and educational experiences across stages, provision of a wide range of after school clubs, and playground equipment.

Participatory Budget

94 Responses 06:38 Average time to complete Active Status

1. Please select your top 3 choices

Playground equipment	51
Trips/Experiences in school	62
Library	14
Construction and technology r...	10
After School Clubs	55
Science resources	20
Play resources	18
Nurture and Wellbeing	20
ICT	15



Rationale PEF Priority:1 Focus on improving attendance and engagement		Amount of Fund allocated (if appropriate) 0.3 FTE & PT Differential to target attendance / nurture / pupil support (0.3 released from class through Probationer bid) *PSA (22.5hours) to target attendance / nurture *PSA (15hours) to target support (including STEM groups)	
What is the rationale behind your identified actions? Why this is a priority? What are your gaps? Targeted support to improve attendance & engagement for identified group of pupils: <ul style="list-style-type: none"> Through analysis of attendance and attainment data, we have identified a target group of 34 learners from P2-P7, who have attendance below 85% end of session 23-24 (who may be impacted by poverty). Within this focus group, we have identified 3 children who had attendance below 70% last session and a further 4 identified from this session. Support and planned interventions would increase attendance and improve attainment as a result. 			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	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 <i>(What has been the actual impact/outcome, in particular for the targeted group of learners)</i> <i>(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</i>
To improve attendance and engagement for targeted learners: By June'25, identified learners across P2-P7 will have an average attendance of 82% or above from an average of 78%	All Staff to follow school processes re. Attendance / Engagement Teacher – Rose Laing (working with support staff) to liaise with the families of identified children to offer support and intervention in order to remove barriers to attendance. Parental communication for identified learners will include attendance discussions Weekly monitoring to focus on attendance rates / patterns of absence across the identified children. Termly attendance monitoring over the school as per current practice. Liasing with Fife's Family Engagement Team (Laura Hewie) to target pupils' attendance. Pupil Support Staff targeting identified pupils for 1-1 weekly nurture sessions / check ins. (R.D.)	Attendance & Engagement Overview / Practice Guidance Attendance data Parent & Pupil Feedback Staff Feedback – Teaching / Support Staff Observations of Nurture Breakfast / Nurture sessions	

Raise engagement in learning through nurture / planned interventions:			
<p>➤ We have a group of identified pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on their attainment and achievement, resulting in them being disengaged from learning. Time will be spent on creating spaces / nurture areas / targeted group interventions to support e.g. nurture breakfast, nurture groups, play therapy, Our Girls Can. Targeted groups will meet own individual targets.</p>			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	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?)
<p>By June 2025, identified pupils for nurture intervention will have improved wellbeing, engagement and their barriers to learning will have been reduced.</p> <p><i>Targeted groups will meet own individual targets.</i></p>	<p>*Targeted Interventions:</p> <p>P.T. (Rose Laing) to lead strategic nurture focus – working with staff to organise / resource and identify & support staff development needs</p> <p>Safe spaces / nurture areas developed to support planned interventions including nurture, play and outdoor learning. Input from Educational Psychologist (EP) and ASIST to support (<i>'The Beehive' in Early Years / Base: 3 in Main Building / Quiet Rooms & Cooking Area</i>)</p> <p>Nurture group format used by staff to help plan, structure and implement intended support. Modelling, supporting and training for all support staff provided by agencies such as ASIST and learning support staff.</p> <p>Daily Morning Club for targeted pupils to support <i>Readiness to Learn</i>. (B.D.)</p> <p>Our Girls Can (OGC) and Together We Can (TWC) groups in the upper school. Training previously attended by staff to support implementation of this. (R.L) *Targeted groups will meet individual targets</p> <p>Food and Health / Nurture focus in Middle/Upper School to equip pupils with life skills. (J.S. & R.D.)</p>	<p>Nurture spaces across the school are being used effectively to support identified children including activities such as for Sensory Circuits. Staff will liaise with ASIST and EP and receive regular feedback on ways to develop and adapt areas.</p> <p>Identification / analysis of concerns for some targeted pupils completed by Class Teachers using 'The Circle Framework'. Revisit to track progress for each child.</p> <p>Identification of area of support for targeted pupils using The Glasgow Wellbeing Tool as a baseline assessment and reviewed regularly.</p> <p>Wellbeing & engagement data will be gathered through use of Leuven Scale & staff observations.</p> <p>Pupil Voice collated through 5-point likert scale.</p> <p>All data will be reviewed regularly. (R.L.)</p>	

	<p>Kit Bag in Middle School to support pupils struggling with socially and emotionally (R.P. & K.L.)</p> <p>Lego Therapy (R.L. & K.L.)</p> <p>Managing Anxiety Group / Decider Skills group for targeted pupils (R.L.)</p> <p>Targeted Friday Nurture Group supporting pupils in the upper school exhibiting highly dysregulated behaviours (G.H.)</p> <p>Play Box sessions - support staff working with identified pupils once a week over 10 weeks</p> <p>STEM Group – targeted within stages (K.B.)</p> <p>Seasons For Growth used to support pupils impacted by loss or change (G.H. & J.C.)</p> <p>Get Physical used to support gross motor development (G.M.)</p>	<p><i>*Identified pupils' engagement in their learning will increase (age and stage dependent)</i></p>	
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Rationale PEF Priority: 2 Raising Attainment Focus Specific interventions based on prior assessment will improve Literacy and Numeracy attainment for targeted learners at P.4 and P.7		Amount of Fund allocated (if appropriate) (0.4) Teacher (Fiona Ward) to be released through Probationer allocation in order to target Raising Attainment focus	
What is the rationale behind your identified actions? Why this is a priority? What are your gaps? <i>Raising Attainment Teacher supporting staff to identify, through analysis of data,</i> We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils, who are potentially impacted by poverty. Raising attainment in Literacy (Writing) – targeted x 9 pupils based on P4 NSA results, writing tools baseline assessment & tracking and monitoring. Raising attainment in Literacy (Reading) – targeted x 11 pupils based on P4 NSA and assessment and tracking / monitoring Raising attainment in Numeracy – targeted x 11 P7 pupils based on P4 NSA results & tracking & monitoring information. Analysis of trends of attainment over time informing key focused areas			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	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?)
*Linked to SIP Focused Priority:1 Learning, Teaching and Assessment Raising Attainment Teacher (Fiona Ward) to work with Class Teachers / DHTs to support data analysis - ensuring effective use of assessment to target retrieval practice. This will impact positively on outcomes for learners as well as enhance staff practice.	Fiona Ward (Chartered Teacher) - Targeted teaching groups - Leading Staff Reflective Reading Group to share and support retrieval practice (using texts including 'Rosenshine's Retrieval Practice')	Staff Feedback Reflections from Ref. Reading Data Analysis	
Literacy: Writing Tools (9) 44% of children to go from off track NSA to on track by December 2024.	Completion of pre-assessment to target groups of learners at P.4 & P.7 Analysis of historical NSA data 2019-2023 & targeted interventions planned with identified focus groups Use of spaced retrieval practice to target gaps and areas for development. Use of TRAMS/NSA to target individuals who are off-track.	Analysis of Data / NSA – to show progress with evidence of positive NSA Writing results at P.4 & P.7 for targeted learners Further analysis to consider % of learners attaining bands below or above average at P.4 & P.7 Pupil Surveys & assessment information (Pre & Post) Planning & Tracking Discussions	Teacher observations of continued application of knowledge applied in a variety of contexts.

<p>Literacy: 'Supported Writing Tools' (9)</p> <p>Gain of 20% of digraph/trigraph by individuals based on baseline assessment Reduce the attainment gap for this targeted group</p>	<p>Intervention: Spelling the most commonly used words using knowledge of letter patterns and spelling rules to help spell tricky and unfamiliar words</p> <p>X2 weekly sessions focusing on digraphs/trigraphs and the application of these within practical contexts</p>	<p>Analysis of data – based on teacher observation/assessment and NSA Analysis</p>	
<p>Literacy: Reading Comprehension (10)</p> <p>Children identified – supported to achieve on track status within NSA by December 2024</p>	<p>Completion of SSRT test A - pre-assessment to target groups of learners at P.4 & P.7</p> <p>Analysis of historical NSA data 2019-2023 & targeted interventions planned with identified focus groups</p> <p>Use of TRAMS to target individuals who are off-track.</p>	<p>Analysis of Data – to show progress with evidence of positive NSA results in Reading at P.4 & P.7 for targeted learners</p> <p>Further analysis to consider % of learners attaining bands below or above average at P.4 & P.7</p> <p>Pupil Surveys & assessment information (Pre & Post)</p> <p>Planning & Tracking Discussions</p>	<p>NSA data</p> <p>Teacher observations of continued application of knowledge applied in a variety of contexts.</p>
<p>Numeracy: (11) children identified at P.7</p> <p>Target of 36% of children in the group to achieve on-track status by December 2024 NSA</p> <p>Number Solve a problem involving multiplication and subtraction, in context</p> <p>FDP Calculate a percentage of a 2-digit number, in context</p> <p>Find the number of items representing a fraction, given the number of items shown to represent an associated fraction</p> <p>Identify a pictorial representation of fractions of a given percentage</p> <p>Identify a shape that is not divided into quarters</p> <p>Identify a visual representation of a simple fraction</p> <p>Identify the missing term in a sequence of decimal fractions</p> <p>Information Handling Identify the picture which gives the greatest probability of an event.</p> <p>Use the language of probability to describe the likelihood of events occurring.</p> <p>Money, Time & Measure Solve a problem involving reading a scale and dividing by a 1 digit number.</p> <p>Solve a problem which involves converting between units of length in context.</p>	<p>Completion of pre-assessment to target groups of learners at P.4 & P.7</p> <p>Analysis of NSA historical data & targeted interventions planned with identified areas for development.</p> <p>Use of retrieval practice to target formative assessment of e.g. mental calculations weekly.</p> <p>Maths anxiety scale pre assessment</p> <p>Use of software for focus groups e.g. Dynamo Maths / Sum-Dog</p>	<p>Analysis of Data – to show progress with evidence of positive NSA results at P.4 & P.7 for targeted learners</p> <p>Further analysis to consider % of learners attaining bands below or above average at P.4 & P.7</p> <p>Pupil Surveys & assessment information (Pre & Post)</p> <p>Planning & Tracking Discussions</p> <p>Post Maths anxiety scale</p>	<p>NSA data</p> <p>Teacher observations of continued application of knowledge applied in a variety of contexts</p>

Rationale PEF Priority: 3 - Digital Focus (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) £6000 P.T. (Digital) & Digital Licenses £7,000	
What is the rationale behind your identified actions? Why this is a priority? What are your gaps? We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils. P.T. Digital / Targeted software has been a positive factor in increasing engagement and raising attainment.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	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?)
Digital learning through supporting software will impact positively on attainment for targeted pupils across the school. For targeted groups of learners (see <i>Support for Learning target groups / plan</i>), engagement and attainment will increase in Literacy / Numeracy through the interventions using digital software. Own individual targets for identified pupils can be found in Summary of Supports.	Purchasing of digital licenses (Lexia / Dynamo Maths / Phonics Hero / Nessy and Sum Dog) for identified groups of pupils to improve literacy / numeracy attainment: Lexia (55 licenses) £4235 Dynamo Maths Phonics Hero (60 licenses) Sum-dog Spelling & Maths (P.4-7)	Lexia / Phonics Hero: Initial & ongoing assessment Evidence of application in reading / writing in class Teacher / Pupil Feedback & analysis of data Evidence through direct observation of vocabulary development / sentence structure Dynamo Maths: Ongoing assessment & monitoring Teacher / Pupil Feedback Evidence of increased engagement through analysis of class data Teacher / Pupil / Parental Feedback Impact in attainment evidenced through NSA at P.4 & P.7	
P.T. Digital to coordinate and support Digital / Digital Wellbeing / allocation of devices to targeted learners. Learners will be engaged in learning through the support of digital technology. P.T. to lead 'Torbain Techie' Team ensuring shared understanding & effective practice across the school. Increasing parental understanding of online safety through planned interventions / engagement.	PT Digital to support staff understanding of technology and supports/software Targeted learners identified Digital Leaders to promote peer learning Parent/family engagement session Safer Internet / Digital Safety Lessons Planned progression of learning through e.g. Digital / HWB - RSHP	Parent / Pupil feedback (Parentwise/ Pupilwise) Staff feedback Pupil voice sessions (HGIOURS / Learner Participation)	

Rationale – PEF Priority 4 – Health & Wellbeing (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) 0.2 Teacher to support physical activity / clubs and participation in sports 2.5 hours p/week PSA to support After School Clubs £3,000 towards trips and experiences across stages	
What is the rationale behind your identified actions? Why this is a priority? What are your gaps? Through parent feedback (Participatory Budget) - physical activity / after school clubs and opportunities for engaging further in outdoor learning / educational trips and experiences were identified as a development opportunity / priority for next session. Feedback from parents (Participatory Funding) – see table above. The majority wanted a focus on Trips & After School Clubs			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	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?
Targeted pupils across stages will have opportunities to engage in trips and experiences to enhance learning and teaching across the BGE. To improve the health and wellbeing (physical and mental) of our targeted young people through increased opportunities for play and sport. This will in turn impact positively on engagement. N.B. Data suggests ...% of our children don't access clubs outside of school.	Progressive programme of trips and experiences to be planned to ensure all children experience enhanced learning opportunities across stages. <i>*Link to SIP Priority 2 - Curriculum</i> P.E. teacher to link with Active Schools to target identified groups, linking with qualified coaches to engage pupils in quality activity (<i>including Lunchtime clubs, Nurture, Get Physical and After-School Club provision</i>) Sports Leaders / Play Leaders identified to develop responsibility and leadership skills, to enhance opportunities for play & sport	Wider Achievement tracker. Measured and compared with Cluster Data *link with Active Schools Pupil / Staff and Parent Feedback Pupil / Staff and Parent Feedback Pupil and staff feedback in relation to playground incidents / positive playtimes. Data tracking referrals / incidents.	What has been the impact? Have you met your original expected impact?

