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| **Tulliallan PS & Nursery**  **Standards and Quality Report 2023-24**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)**   * 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 | Nursery school roll: 44  Primary 1 to Primary 7 roll: 188  Total roll N-P7: 232 | | | | | | | **FME** | 26.8% | | | | | | | **SIMD Profile for establishment** | Average SIMD is 5.3 | | | | | | | **Attendance (%)** | **Overall** | **93.84** | **Authorised** | **3.76** | **Unauthorised** | **2.40** | | **Exclusion (%)** | 0% | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £42,997 | | | | | | | **Cost of the school day statement** | In Tulliallan PS we recognise the need to reduce the Cost of the School Day for all our children, and particularly for our children who are already experiencing poverty. We try to keep costs as low as possible when thinking about the following areas of school life: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Some of the steps we have taken to reduce the cost of the school day are setting up a Uniform Exchange with our Family Council so that people can swap or take some pre-loved school uniform; working with Fife Active Schools to offer free sports clubs like football; making use of local transport where possible when planning trips; and using funds raised by Tasty Treats to fund things like cooking in school. | | | | | |   Tulliallan Primary and Nursery is a non-denominational school serving the village of Kincardine. We currently have 7 classes, P1-7, and a term-time nursery that offers all-day places from 9am-3pm. Our school forms part of a Joint Headship with Blairhall Primary School and ELC. This provides both schools with opportunities to learn with and from one another. Our staff and children work collaboratively to drive improvements that capitalise upon the strengths of both school communities, but which also reflect the unique qualities and needs of each.  The vision of Tulliallan PS & Nursery is ‘Tulliallan: A Place to Shine.’ This is achieved through us working hard to achieve Success, Honesty, Inclusion, Nurture and Equity. We are proud of our inclusive and welcoming school community. As a school we value the strong partnerships we have developed with our local and wider community including our local Co-Op, the Scottish Police College, Tulliallan and Kincardine Church, the Social Enterprise Academy, Fife Active Schools, and Stephen’s Bakery. |

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| **Improvement Priority Session 2023 – 2024** | | | | | | | | |
| **Priority 1 –** Develop rich contexts for STEM learning that support the progressive development of children’s meta skills and leadership | | | | | | | | |
| Directorate Improvement Plan  Achievement | | | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  *Focus Quality Indicator: 2.7 Partnerships*  *Other Quality Indicators:*   * *QI 1.2 Leadership of Learning* * *QI 2.2 Curriculum* * *QI2.3 Learning, Teaching & Assessment* * *QI 2.5 Family Learning* * *QI 3.2 Raising Attainment & Achievement* * *QI 3.3 Increasing Creativity & Employability* | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | X | | Partially  achieved |  | Continued into next session |  | |
| **Progress:**  **Planning revised**  We have revised and updated our annual Teaching & Learning calendar, ‘Oor Scotland’ context planner and termly planning sheets to make links to STEM contexts and metaskills more explicit and more closely linked to cross-curricular themes and contexts for learning.  **Children’s leadership opportunities extended**  All children’s committees have led on developing an aspect of the children’s Improvement Plan. Our playground has been developed by the committees including increasing the areas for planting, growing our own vegetables, and STEM exploration. STEM leaders award was introduced for P6 & P7 children. ‘Let’s do Engineering’ programme introduced for P1 and P2 children. P3, P4 & P5 introduced to CREST Star and Superstar awards programme. All P4 children have participated in the CREST Star award. All P5 children have completed their CREST Superstar award. We were awarded our Silver Rights Respecting School award by UNICEF in March 2024.  **Professional learning**  All teachers, support staff, and Early Years Officers have engaged in professional learning about STEM (including themes of equity, unconscious bias & stereotypes; Meta skills; STEM environments; Links to Learning for Sustainability). All Early Years Officers have engaged in professional learning, dialogue, and reflection about the effective use of questioning to challenge and support children in nursery. All teachers engaged in moderation of maths expectations, approaches, and resources for the teaching of numeracy and maths. We agreed minimum expectations to ensure consistency and a minimum standard across the school. As a result, opportunities for numeracy and maths, and other aspects of STEM have been extended across all areas of nursery core provision, and opportunities for these are also linked to context learning in P1-7.  **Family learning and partnership working developed**  Family STEM events held for Nursery-P7, including STEM Bedtime stories and a family STEM Day. All children had the opportunity to participate in a STEM Fayre focused on STEM careers. All families had the opportunity to come along to the Fayre after school to hear from a range of partners, including Queen Anne High School, Fife College, Balfour Beatty, Fife Catering, and our STEM committee, and to take part in some STEM activities. STEM story/exploration bags for learning at home were piloted in P5. Bake @ Home bags were introduced in nursery. All children from nursery to Primary 7 have engaged with partners including UNICEF, Kincardine Co-Op, Kincardine library, Fife College, Social Enterprise Academy, Scottish Parliament, Kincardine Care Home, Scottish Police College, My Bank, Balfour Beatty and Babcock. All children in P1-7 had opportunities to learn about the works being carried out on the Kincardine Bridge by Balfour Beatty. | | | | | | | | |
| **Impact:**  Feedback from families, children and staff tells us that our children are confident, enthusiastic learners who are engaged and active in the life of our nursery and school. Most children are confident in expressing their opinions and all children are involved in making decisions about their life in nursery and school. Our children say that they are able to share their views by being part of a committee, in assembly, by talking to the adults in school and by making decisions about what they learn.  Staff observations show that almost all children have developed their confidence and skills in leading their own and others’ learning. As a result, all children can demonstrate their learning in a range of contexts within the school and community. All children in P6 & P7 have engaged with the Young STEM Leaders award and have led some STEM activities for others in the school.  On a recent learning partnership visit it was noted that, almost all children are engaged in their learning and work well independently. During our UNICEF Silver: Rights Aware accreditation visit, it was noted that children speak “confidently about their rights and showed their understanding that rights are universal and unconditional”. The language of rights helps our children understand the importance of education, having a say and being part of our school community, amongst the other rights that they have.  Children’s questionnaire results show that:   * Most children (79%) now say that they know what STEM is and why it is important. This has improved since September 2023, when a majority of children (57%) said they were unsure of what STEM was. * Almost all children (90%) now say that they know what skills are important for STEM. This has improved since September 2023, when only 37% said they were clear about what skills are important for STEM. In September 2023, a majority of children (74%) felt they had chances to develop STEM skills in school. This increased to most children (82%) feeling they had opportunities to develop STEM skills in school by March 2024. * In September 2023, less than half of children (40%) felt that they had opportunities to work with partners in school to help them learn about STEM. This increased to most children (62%) by March 2024. As a result of our effective partnerships all children have access to an extended range of learning experiences through which they are developing skills for learning, work, and life. * In September 2023, less than half of children (48%) felt they had opportunities to be a leader. This increased to a majority of children (72%) feeling they had opportunities to make decisions about their learning by March 2024. * In September 2023, less than half of children (48%) felt they had opportunities to decide what they learn. This increased to a majority of children (73%) feeling they had opportunities to make decisions about their learning by March 2024. Our Learning Partnership visit in December 2023 highlighted that in nursery and in all classes they saw engaged, settled children who play an active role in their learning.   All Early Years Officers have gained an improved understanding of the Early Level trackers related to STEM and are more confident in supporting children to develop STEM skills through play and exploration indoors and outdoors. As a result, most nursery children are more confident in problem-solving and asking questions to support their play. Most nursery children are making connections with maths language and exploring this through play opportunities across all areas of the nursery. | | | | | | | | |
| **Next Steps:**   * Develop children’s participation and decision-making in the life of the school, nursery and community * Continue to build links with a wide range of partners * Begin journey towards Gold Rights Respecting School status | | | | | | | | |
| **Priority 2 – Ensure quality daily opportunities for writing in different curricular areas** | | | | | | | | |
| Directorate Improvement Plan (delete as necessary)  Achievement | | | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  *Focus Quality Indicator: QI 2.3 Learning, Teaching and Assessment*  *Other Quality Indicators:*   * *QI 1.2 Leadership of Learning* * *QI 3.2 Curriculum*   *QI 3.2 Raising Attainment & Achievement* | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved | X | Continued into next session |  | |
| **Progress:**  **Revised expectations for literacy teaching across all stages**  We revised and updated our handwriting progression to ensure a clearer focus on progression of handwriting skills and to include pre-writing skills at Early level. All teachers engaged in moderation of literacy expectations, learning and teaching approaches and literacy timetables across a week. We agreed expectations at Early, First and Second level to ensure consistency and a minimum standard across the school. Tracking of writing text types was introduced to ensure that all children experience progressive opportunities to engage with different text types as they move through a level, and to revisit, consolidate and build upon previous learning.  **Staff professional learning about writing text types and effective pedagogy**  A few staff attended professional learning led by Stephen Graham or observed peer lessons being taught using his approach. This led to a greater clarity about the modelling of writing and effective teaching of different text types. P3 and P4 teachers have carried out small tests of change with their classes and have seen positive results, both with the quality of writing and with children’s engagement in writing. | | | | | | | | |
| **Impact:**  Through staff professional learning & moderation, almost all teachers have increased confidence in approaches that are working effectively for individual children and are supporting most children to make good progress as writers.  Our monitoring programme shows that all children have daily opportunities to apply their writing skills and are supported to produce quality writing across the curriculum. Children write for a variety of purposes and all children have opportunities to learn and apply skills in a range of text types. This is leading to increased motivation to write.  Digital technology such as Clicker, Dictate and Word Talk is used more consistently across all classes, supporting individual children to access supports for learning.  Almost all nursery children are exploring mark-making through play opportunities across all areas of the nursery. | | | | | | | | |
| **Next Steps:**   * Continue to build understanding of different text types and ways to effectively teach and model these. * Share learning from tests of change and extend to other classes. | | | | | | | | |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | **93%** | **78%** | **78%** | **93%** | | **P4** | **90%** | **83%** | **76%** | **83%** | | **P7** | **93%** | **81%** | **78%** | **78%** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | **78%** | **78%** | **85%** | **93%** | | **P4** | **77%** | **76%** | **81%** | **83%** | | **P7** | **79%** | **78%** | **83%** | **78%** |   **Evaluative statement of attainment over time.**  Overall, attainment in numeracy and maths, and literacy & English is good. We have met our literacy stretch targets at P1, P4, and P7, and have exceeded it for Numeracy and Maths at P1 and P4. Our attainment data is supported by the results of the National Standardised Assessments carried out at P4 and P7, and BASE assessments at P1.  Across Early, First and Second Levels, most children achieve national expected levels of attainment in numeracy and maths, and literacy. We will continue to focus on raising attainment in writing at all stages and developing rich literacy opportunities. Next year this will be linked to our work on diversity and equity. | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | |
| There has been a wide variety of wider achievement opportunities across Tulliallan PS and Nursery this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributors, Successful Learners, Responsible Citizens, and Confident Individuals. These have also been linked to our school values (Success, Honesty, Inclusion, Nurture, Equity) and our work on children’s rights. Our children are becoming increasingly confident in being able to identify and discuss the skills that they are learning about and applying these in a range of contexts.  Our achievements have been shared throughout the session through school and class newsletters, on Twitter, Seesaw (for nursery), our school website and TEAMS and celebrated through our SHINE award certificates in assembly and end of term award assemblies.  Our confident individuals within the Tulliallan Tasty Treats Committee presented a pitch to the Social Enterprise Dragon’s Den. They managed to impress the dragons with their enterprising approaches and were awarded funds that will support us to re-establish our Tasty Treats café for our families and friends.  Play opportunities were further developed this year by our P1-2 Play Committee. They identified areas for development in their shared indoor area and our new P1 and P2 garden. The Committee were then involved in decision-making about which resources to buy and communicated with the Kincardine Gala Committee to arrange for these to be purchased. All P1 and P2 children were also involved in sharing their ideas for our new garden area and created signs to brighten up the area. They have been developing social, creative, and communication skills through developing and playing in the new garden area.  Our Health Committee created a plan for a new growing area within our playground. Their designs were used to submit an application to the council for permission for new planters and we will soon be able to grow our own fruit and vegetables within our own playground garden, as they successfully secured permission. In the meantime, our Gardening Committee have been developing their awareness of the biodiversity in our school grounds by nurturing and taking responsibility for keeping all existing planting areas tidy and clear for plants to grow.  Our Eco Committee have won a slot in the national Pocket Garden competition. The committee will now work together to bring their design into reality. Photos of the garden will be part of a national showcase that will be voted on by the public.  We purchased a new reading scheme and the Digital Leaders showed strong digital skills and responsible citizenship when they created and shared a video and poster with our whole school community to encourage everyone to look after our new reading scheme.  Our Glee Choir have experienced incredible success again this session, successfully reaching the Fife Regional Final. The children have shown themselves to be confident individuals, taking performing on stage to large audiences in their stride and applying drama, music, and dance skills in every performance.  This year our Responsible Citizens within the Rights Committee have been helping make sure learning about the United Nations Convention on the Rights of the Child is embedded within our school and shared more widely within our community. The children developed an Action Plan and made sure all actions were completed. In March 2024, we were awarded Silver: Rights Aware Status as part of UNICEF’s Rights Respecting Schools.  Our nursery children have worked with staff in the nursery to develop a new lunchtime routine. Our children make their own healthy meal choices, independently select and plate the correct portion sizes and then enjoy sociable meal times together. The children then make sure they safely and responsibly tidy up and clean their own dishes.  The Junior Road Safety Officers worked with the Travel Plan Co-Ordinator to create a school travel plan. They raised awareness within our school community to try and reduce the number of cars parking near our school and created videos and communications that they shared with our families. We received our Bronze School Travel Plan award for the work that we did.  Nursery children have been developing their skills for life and work, as well as building links with our local community by visiting the hairdressers, florists and the Co-Op. They were also effective contributors and showed how nurturing they are when they visited the Kincardine Care Home to share some Christmas Carols. | | | | | | | |
| **Feedback from External Scrutiny** | | | | | | | |
| **Learning Partnership** | | | | | | | |
| The purpose of the visit was to support our self-evaluation and provide feedback in relation to:   * Our improvement journey since our HMIE inspection in September 2023 (validate the actions taken in response to this and the impact these are having) * Leadership of Change (QI 1.3), particularly Strategic Leadership * Self-Evaluation for Self-Improvement (QI 1.1) and specifically the rigour of our self-evaluation framework   **Outcome/Strengths identified:**   * Relationships and positive interactions * Strength of team (children, staff, families) * Engaged, settled children who play an active role in their learning. * Language of learning: learning intentions and success criteria used to support learning and children able to talk about these in all classes; in nursery, learning ladybirds and successful spiders are used to help children to understand what they are learning; children able to talk about skills they are learning. * Technology used to support learning. * Learning is differentiated and strategy based. * Clear, strategic overviews (refreshed QA calendar is thorough and links clearly to SIP/NIP priorities and staff learning plans) * Tracking of children with ASN – Meeting Learners’ Needs spreadsheet provides a clear overview of targets, strategies, and impact for individuals.   **Areas for Improvement/Planned Next Steps:**   * Ensure that all children are being fully challenged. * Continue to develop play. * Develop use of Meeting Learners’ Needs spreadsheet to include children off-pace with their learning and attainment targets. | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | |
| As part of our approaches to self-evaluation, we try to engage stakeholders (children, families, and staff) in a range of ways so that we have robust data that informs our improvement priorities. This year, this has included:     * all children, staff, and nursery and P1-7 families had the opportunity to feedback on improvement priority work through questionnaires * a parent focus group was part of our Learning Partnership visit * children’s ongoing feedback is collected through assembly groups, children’s committees, and class discussions. * pupil wise, parent wise and staff wise surveys * termly Family Council discussions * Children’s STEM baseline and progress questionnaires * Parents included in a focus group as part of our UNICEF Silver: Rights Aware Rights Respecting School accreditation visit * all families have the opportunity to provide feedback about Open Doors, parents’ evening and end of term assemblies through our feedback form | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | |
| In September our school and nursery Improvement Plans and our Standards and Quality Report are shared with all families through our normal communication channels, e.g. emailed via Groupcall, shared on Seesaw (nursery only) and posted on our website.  We have improvement planning floorbooks within school and nursery that are updated throughout the year with evidence, children, staff, and families’ evaluations and identified next steps. Regular updates about learning are also shared on Twitter by all classes. P1-7, and by the nursery on Seesaw.  Termly whole school newsletters are shared with families, highlighting progress throughout the session and each class also shares a termly newsletter. These are also posted on our website.  At termly meetings, our Family Council are given a progress update. This is then available for all families through PC minutes, that are shared via Groupcall email and posted on the school website. | | | | | | | |
| **PEF Evaluation/Impact**  The PEF budget was used to provide additional staffing to provide nurture support and to help raise attainment in writing in P4-7. | | | | | | | |
| **Targeted Interventions**   * Identify gaps using contextual assessment evidence (using Fife Writing Assessment and Moderation pack to support and assessments of reading fluency, decoding, comprehension). * Identified learners will complete meaningful writing activities daily and at least one extended piece of writing each week. * Small group and individual support from class teacher and Pupil Support Assistant for reading and writing. * Daily opportunities to engage with quality texts through listening, reading, discussing, and writing about them. * Use of digital tools such as Clicker, Doorway. * Series of training sessions for PSAs, combining a mixture of self-directed study and school-based input, support by CAMHS. This will help to develop our approaches to supporting children and their families who have issues with anxiety/trauma. * Assess individual children’s needs using Fife EP School-based resilience assessment tool to identify individual strengths and areas for development. * Targeted support given to children based on assessment and action planning. * Weekly PSA sessions for identified children for at least 6 weeks. * Check-ins and class supports as identified. | | | | | | | |
| **Progress:**   * Weekly professional learning sessions for all PSAs were led by the Depute Headteacher. These included input from CAMHS, Active Schools and focused on a range of areas including Autistic Spectrum Disorders, attachment, de-escalation. * Nurture groups were run for children identified as needing additional support with things like friendships, attachment, emotional regulation. * Small group interventions were implemented to raise literacy and numeracy and maths attainment. * Clicker and Doorway were used to support an increased number of children in classes across the school. | | | | | | | |
| **Impact:**  Fife programmes such as Physical Literacy and Together We Can provides nurture support for individuals and small groups requiring additional support for resilience and nurture. The children who participated in these focused nurture groups all benefited by reduced anxiety, evidenced by a reduction in concerns from children, parents and professionals asking for further support for these children.  Identified groups of children were supported to improve literacy and numeracy skills. Digital technology is used in all classes to support children with reading and writing. | | | | | | | |

**School/Setting Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tulliallan 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 2022)* |
| **1.3 Leadership of change** | Very good | Good | Very good | Good |
| **2.3 Learning, teaching and assessment** | Very good | Very good | Very good | Very good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Very good | Very good | Good |
| **3.2 Raising attainment and achievement** | Very good | Very good | Very good | Very good |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2021 -2022** | **2022- 2023** | **2023-2024** | **Inspection Evaluation**  *(since August 2022)* |
| **1.3 Leadership of change** | Very good | Good | Very good | Good |
| **2.3 Learning, teaching and assessment** | Very good | Very good | Very good | Very good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Very good | Very good | Good |
| **3.2 Securing children’s progress** | Very good | Very good | Very good | Very good |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2021 -2022** | **2022- 2023** | **2023-2024** |
| **Quality of care and support** | **N/A** | **N/A** | **N/A** |
| **Quality of environment** | **N/A** | **N/A** | **N/A** |
| **Quality of staffing** | **N/A** | **N/A** | **N/A** |
| **Quality of leadership and management** | **N/A** | **N/A** | **N/A** |

**Headteacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nicola Bow\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C Session 2024-2025 Improvement Plan – PEF Plan Examples**

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| **Pupil Equity Fund allocation for session 2024/25** | | **£42,997** |
| **School Context** | | |
| Tulliallan Primary and Nursery is a non-denominational school serving the village of Kincardine. We currently have 7 classes, P1-7, and a term-time nursery that offers all-day places from 9am-3pm. The average SIMD quintile for Tulliallan is 3.  Our school forms part of a Joint Headship with Blairhall Primary School and ELC. This provides both schools with opportunities to learn with and from one another. Our staff and children work collaboratively to drive improvements that capitalise upon the strengths of both school communities, but which also reflect the unique qualities and needs of each.  The vision of Tulliallan PS & Nursery is ‘Tulliallan: A Place to Shine.’ This is achieved through us working hard to achieve Success, Honesty, Inclusion, Nurture and Equity. We are proud of our inclusive and welcoming school community. As a school we value the strong partnerships we have developed with our local and wider community including our local Co-Op, the Scottish Police College, Tulliallan and Kincardine Church, the Social Enterprise Academy, Fife Active Schools, and Stephen’s Bakery. | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| In Tulliallan PS we recognise the need to reduce the Cost of the School Day for all our children, and particularly for our children who are already experiencing poverty. We try to keep costs as low as possible when thinking about the following areas of school life: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Some of the steps we have taken to reduce the cost of the school day are setting up a Uniform Exchange with our Family Council so that people can swap or take some pre-loved school uniform; working with Fife Active Schools to offer free sports clubs like football; making use of local transport where possible when planning trips; and using funds raised by Tasty Treats to fund things like cooking in school. | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – learners/parents/community etc.) | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) | |
| Our school improvement priorities are identified through gathering stakeholder views in a range of ways, including questionnaires, face-to-face conversations and using data to identify the needs of cohorts and individual children. | No, to effectively meet the needs of our children, the full PEF allocation is needed to pay for additional support staff hours. | |

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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) £42,997** | |
| What is the rationale behind your identified actions? **why** this is a priority?  What are your gaps? | | | | |
| **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?) |
| Intervention 1  By June 2024, 24 children who are currently 3-5 months off pace with writing will have received additional support: P4 (10); P5 (6); P6 (6); P7 (5). Most of these children will be working within expected levels for their age and stage. | 1. Identify gaps using contextual assessment evidence (using Fife Writing Assessment and Moderation pack to support). 2. Identified learners will complete meaningful writing activities daily and at least one extended piece of writing each week. (Writing Revolution approach will support daily opportunities for quality writing across the curriculum). 3. Small group and individual support from class teacher and PSA. 4. Use of digital tools such as Clicker. | 1. Baseline and follow-up assessments using criteria within Fife Writing Moderation Pack for specific text types.   Moderation within and across stages with partner school (Blairhall PS) | | Please see impact statement box above. |

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| Intervention 2  By June 2024, all identified children for nurture intervention (20 children) will have improved wellbeing with their barriers to learning reduced. | 1. Series of training sessions for PSAs, combining a mixture of self-directed study and school-based input, support by CAMHS. This will help to develop our approaches to supporting children and their families who have issues with anxiety/trauma. 2. Assess individual children’s needs using Fife EP School-based resilience assessment tool to identify individual strengths and areas for development. 3. Targeted support given to children based on assessment and action planning. 4. Weekly PSA sessions for identified children for at least 6 weeks. 5. Check-ins and class supports as identified. | 1. Manual of supports created to provide more targeted guidance for PSAs in meeting needs of individual children. 2. Reduction in number of lates and improved attendance for identified children. 3. Children accessing supports more independently and requiring less adult support. |  |

**Appendix D – Pupil Equity Financial Plan Session 2024-2025**

