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| **St Ninian’s RC Primary School**    *Standards & Quality Report*  *2023-2024*  *School Improvement Plan*  *2024-2025*  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Setting/School Roll** | | **EAL:** 5% *(8 pupils)*  **Care Experienced:** 3% *(4 pupils)*  **ASN:** 27% *(43 pupils)* | | | | | **FME** | | 31% (40 pupils) | | | | | **SIMD Profile for establishment** | | **SIMD 1 & 2:** 4% *(6 pupils)*  **SIMD 3 & 4:** 63% *(100 pupils)*  **SIMD 5-10:** 18%(28 pupils)  New housing estate – 26 ch awaiting SIMD | | | | | **Attendance (%)** | 91% | **Authorised** | 5% | **Unauthorised** | 4% | | **Exclusion (%)** | | 1 ch (0.6%) | | | | | **Attainment Scotland Fund Allocation (PEF)** | | £46 550 | | | | | **Cost of the School Day Statement** | | | | | | | In St. Ninian’s RC Primary School, we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox, SVDP and Fareshare to ensure equity for all. We examine the school day through the following headings:  **Uniform**   * Our school uniform is a white polo shirt, black or red sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable. * School embroidered uniform is affordable and can be purchased [myclothing.com](https://myclothing.com/collections/st-patricks-r-c-primary-school-8594) * We encourage plain black footwear and discourage designer items of clothing. * Pre-loved uniform is available on request and is displayed at Parents Evenings and at The Corrie Centre. * P7 Leavers’ Hoodies are gifted by the school * Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips. * Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator. * We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.   **Travel**   * Our school serves the catchment of Cardenden and Kinglassie, almost all children live within walking distance to school. There is a school bus. After school clubs are run in school so there is no need to travel any distance. * All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.   **Learning**   * Stationery and whiteboards, pens and dusters are provided for all classes. * Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning. * There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.   **Friendship and Community**   * We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially. * Mini Vinnies is one of our pupil voice groups who work with the Cardenden Community Fridge. * We heavily promote uniform to negate any peer pressure to wear branded or expensive items. * Fun events within school are funded the Parent Council or school funds and we try to keep costs as low as possible. * We ask for suggested donations to make these events as inclusive as possible. * We communicate events well in advance so families can include these within their budgets. * All classes participate in a trip to the local pantomime in December at no cost.   **School Trips**   * We use profit from tuck shop to subsidise Dalguise Residential in P7. * All P7 children have the opportunity to attend the residential trip and funding is provided by the SVDP (church) if required. * The Parent Council subsidise school trips through fundraising, and we utilise any grants we can apply for if appropriate. * Trips and residentials are signposted well in advance to allow opportunities to save towards these.   **Eating**   * We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session. * Cashless catering reduces stigma through our promoted use of iPayimpact. * We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food. * We offer a Breakfast club for all pupils from 8:15am every day. * We can provide free places for any child who requires this. * Tesco Food vouchers for the festive period are offered to specific families in conjunction with local charities.   **Clubs**   * All after school and lunchtime clubs are run by staff, pupils or Active Schools partners and are free of charge.   **Home Learning**   * Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device. | | | | | |   **St. Ninian’s RC Primary School Vision**  At the heart of what makes St Ninian’s RCPS unique is our shared vision:  **To provide all children with skills for life long learning and achieve their full potential**.  .  **St. Ninian’s RC Primary School Values**  Our school values of **Respect, Ambition, Honesty and Believe** have been refreshed this session after consultation with all stakeholders. These values show our school is a Catholic school based on the Gospel Values, The Charter for Catholic Schools, This is Our Faith, Sacramental Preparation, Prayer and the celebration of mass.  **St. Ninian’s RC Primary School Aims**  Our aim as a Catholic school is to create a community where faith is shared and the spirituality of each individual is fostered with the Gospel Values at the heart of the school.  Every child will reach their potential in attainment and achievement.  Children’s Rights and wellbeing reflect the principles of the United Nations Convention on the Rights of the Child.  We strive to address inequity and ensure we consider the Cost of the School Day. |

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| **Improvement Priorities Session 2023– 2024** | | | | | | | | | | | | | | | | | |
| **Focused Priority:**. Improve the skills of all children through engagement of Workshop for Literacy strategies to raise attainment in literacy with a particular focus on ELC P3, 4 and 6 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar. | | | | | | | | | | | | | | | | | |
| **Directorate Improvement Plan**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | | **HGIOS 4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of Learning   3. Leadership of Change   2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.7 Partnerships  3.2 Raising Attainment and Achievement  The Catholic School: Developing in Faith -Developing as a Community of Faith and Learning | | | | | | | | | | |
| **Has this priority been:** | | **Fully**  **Achieved** | |  | | **Partially**  **achieved** | |  | | | | **Continued into next session** | | |  | | |
| **Progress**  Two PSAs have been upskilled in the use of playboxes from ASIST professional learning.  **ELC**  Identified children in the nursery, worked with the nursery teacher, EYO and additional PSA for SALT to make progress in speech sounds. The Speech and Language Therapist worked intensively with 1 child and the family. The speech and Language Therapist worked with nursery staff to provide professional learning and resources for the identified children.  There is enhanced literacy provision within core provision and this is reflected in the high quality learning walls and learning environment. Story bags are issued to families to read together at home. Story questioning and recall question prompts provided for families and used within nursery. PEEP and Bookbug parental groups have regularly taken place.  **P3/4 and P4/5**  The cluster PT worked with two particular classes (P3/4 and P4/5) throughout the year and provided professional learning, team teaching and modelling of WfL approaches to all teaching staff. Two classes in particular were identified to work intensively with the PT.  ***Common words P3/4, P4/5***  Of the 20 children in the focus groups, 60% made an improvement in their ability to consistently write the first 25 common words **by more than 10 words** and 10% made improvements of 5 words+  The other 30% of children still **all** improved in raw score but by lesser margins.  ALL (100%) are more able to add these common words to their work regularly now and to spell them correctly.  ***Spelling and word families P3/4, P4/5***  Of the 20 children in the focus group, 60% made an improvement in their ability to spell by more than 10 of the 24 words on a list.  The list was a sample of words from various stages of the Workshop for Literacy spelling appendix. 15% of the children made improvements of 5+ words. The other 25% had a higher score but by a smaller margin.  Stretch aim 1: 71% of group 1 children will be able to spell 25 common words by end of June 24 and in three sentences by June 24. At the time of the report being written, data and evidence we have indicates that this stretch target has been achieved.  Stretch aim 2: 3/6 (50%) of group 2 will be able to spell 15 common words by end of June 24 and in two sentences by June 24. At the time of the report being written, data and evidence we have indicates that this stretch target has been achieved. | | | | | | | | | | | | | | | | | |
| **Impact**  Two children work one to one using play boxes to promote conversation, turn taking and imagination.  **ELC** – Most N5 children have made progress in literacy acquisition by 3 months or more than their chronological age. The few children who did not have been involved with Educational Psychology and Support for Learning. Learning Partnership observations highlighted the impact of SALT interventions with identified children in the communication of children who could speak clearly to communicate their message.  **P3/4:** 2/8 children (25%) of the group were off track in Aug and now 100% (all) of the focus group are ON track (increase of 25%)  One P3/4 pupil states that she now feels more confident spelling words after the intervention. Another P3/4 pupil states it was good to have two teachers helping us with writing and learning about facts and opinions and descriptive writing and thinks she has made progress with writing as she knows how to spell common words.  **P4/5**: 1/5 children were off track and now on track (20%) and 80% of the focus group were on track but benefitted from additional support to remain on track. This has happened. 100% of the focus group are on track now so increase of 20%  One P4/5 pupil states that she really enjoyed writing about the rainforest, being able to magpie ideas from others and use the box planning for writing and using a planning path.  Another P4/5 pupil states that she knows a lot more common words and wow words and can spell them.  Another P4/5 pupil states that working with the additional teacher helped him, as he has dyslexia. He is able to use some strategies such as a reading ruler, coloured paper and talk to shoulder partner about writing ideas. Writing poems was fun.  Another pupil states she loved using her imagination to write stories about the BFG and The Random Teacher. Working on common words and using a word bank helped her to spell when writing her story.  Both class teachers valued the professional learning with the Principal Teacher and found it beneficial to observe each other modelling how to structure a writing lesson using box planning and a planning pathway. New writing approaches have been observed through classroom observations by SLT. These teachers have been upskilled and confident to model writing lessons for other colleagues next session.  Sharing the Learning sessions provided parents with opportunities to see lessons. Parents have commented on the positive impact that the opportunities offered by the school for pupils has progressed their child’s spelling and writing.  ***Data by year group***  P4 data: Writing attainment increased from 40% to 58% which indicates an 18% gain.  Reading attainment increased from 40% to 63% which indicates a 22% gain.  ***Data by class***  P3/4 - Writing attainment increased from 52% to 63% which indicates an 11% gain.  P3/4 – Reading attainment increased from 52% to 71% which indicates a 19% gain.  P4/5 - Writing attainment increased from 58% to 72% which indicates a 14% gain,  P4/5 - Reading attainment increased from 63% to 72% which indicates a 9% gain.  P3/4 Comprehension Data Run Chart  There are 4 children that were tracked as part of the QI Project. The median line is sitting at 75% therefore this is 3 out of 4 children. If all 4 children are successful this takes our point above the median line, if one child gets it wrong this takes it to sit on the median line. As there is only a small number of children being tracked as part of the project this does not allow much room for error and makes the results look less pleasing on the graph than the reality as it is 75% for the median line, meaning 75% and above of children are attaining.  P4/5 Comprehension Data – Run Chart  There is only one child recorded on the run chart, although all P4/5 children participated. Therefore they have to meet the criteria every time or the run chart will fall below the median line. They have successfully answered explain questions on five consecutive occasions and if they meet the criteria one more time then a new focus of comprehension will be taught.  **Primary 6**  QI journey to focus on reading comprehension within an identified group of Primary 6 children.  Our aim was to increase the current attainment of 67% to 89% of Primary 6 achieving second level progressing in reading. Our first focus introduced was explain.  From the baseline data collected there was a clear requirement to improve the element of reading comprehension.  Throughout the weeks different approaches were trialled, introducing visual aids and collecting notes that the children initiated themselves.  They become more confident in using their tools to explain, displaying a consistent growth with only one slight drop due to a change in routine.  Continuing the QI project will hopefully see our goals reached in the near future. | | | | | | | | | | | | | | | | | |
| **Next Steps**   * Investigate new Spelling resource or in depth focus of overview of consistency of teaching of spelling across all stages. * Further purchase of new Workshop for Literacy books with a focus on diversity and equality themes through Book Fayre commission. * Library audit with Parental/PSA group and update of library provision. * Link with St Andrew’s High School Librarian for appropriate use of the library system. * Link with St Andrew’s High School PTC Duncan Lawrie English Department for Reading Award. | | | | | | | | | | | | | | | | | |
| **Focused Priority:** Improve the skills of all children to use **Conceptual Numeracy** strategies to raise attainment in mathematics with a particular focus on P4, 5 and 7 cohort of children using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input.  Professional engagement and collegiate working to improve outcomes for identified pupils by June 2024 | | | | | | | | | | | | | | | | | |
| **Directorate Improvement Plan**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | | | | **HGIOS 4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   2.2 Curriculum  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  The Catholic School: Developing in Faith -Developing as a Community of Faith and Learning | | | | | | | | |
| **Has this priority been:** | | | **Fully**  **Achieved** | |  | | | | **Partially**  **achieved** | |  | | | **Continued into next session** | | |  |
| **Progress**   * Professional learning data sessions for P4 and P7 staff with Leigh Graham Education Support Officer*.* * 3 professional learning sessions with teaching staff from Leigh Graham Education Support Officer. * Collegiate sessions lead by numeracy development staff group. * Nursery learning environment audit of numeracy experiences and follow up in provision of resources. * Completion of staff professional reading texts by Robert Wright, ‘Developing Number Knowledge’ ‘Teaching Number in the classroom’ ‘ Early Numeracy’ * Empty number lines purchased, ten frames and whiteboard Think Boards along with numeracy resources so each class has a numeracy resource table in the class. * In P6/7 Numeracy Ninjas mental maths has had consistent success with improvements from almost all of the children.  The children have improved their daily mental maths scores and the speed of time they take to complete all questions.  There are 6 black belt champions, (top marks 4 sessions in a row) and most children have achieved the brown belt status. * In P5/6 Numeracy Ninjas mental maths has had consistent success with improvements from almost all children. The children have improved their scores and the speed of time they take to complete all questions. The average of all scores from the first 4 weeks is 18.2 out of 30, majority achieving purple belts. This increased to red belts in weeks 7-12 for the majority of children, achieving more accuracy and moving up a rank in belt. Children are identifying skills they find difficult during Numeracy Ninja’s and then revisiting them. There have been 5 children to get 30/30 Black belts since week 6. * In P4/5 Numeracy Ninjas - The majority of children found the repetition of similar questions in Numeracy Ninjas helpful in becoming confident in mental maths. They have then taken this knowledge and understanding into all mental maths tasks. | | | | | | | | | | | | | | | | | |
| **Impact**   * P4 NSA data more positive. * All P4/5 and P7 children can use a think board. One pupil from P4/5 thought the use of a think board was ‘quite good’ but preferred the split strategy. * Almost all children can use the jump or split strategy. One pupil in P4/5 stated that the split strategy seems more simple, splitting numbers up and seeing how the number looks. One pupil in P4/5 preferred the split strategy for addition and subtraction as he found the jump strategy was harder. * All P4/5 and P7 children can use an empty line. One P7 child stated he is getting better at multiplication using this strategy. * All Second level children children experience daily mental maths using Numeracy Ninjas. * Numeracy attainment data has increased in P4 from 60% at the end of P3 to 68% at the end of P4. * Numeracy attainment data has increased in P7 from 65% at the end of P6 to 95% at the end of P7. * 81% of our parents believe that their child knows what they need to do to make progress in their learning. * All teaching staff feel confident in teaching mathematics using think boards, split strategy, jump strategy and an empty number line. | | | | | | | | | | | | | | | | | |
| **Next Steps**   * Continue to embed Conceptual Numeracy across all stages from Nursery to Primary 7. * Singapore Bar Method still to be trialled. | | | | | | | | | | | | | | | | | |
| **Focused Priority :**  Develop learner participation across families and the wider community through stronger partnerships, better relationships, leading to increased attainment | | | | | | | | | | | | | | | | | |
| **Directorate Improvement Plan**  **Equality & Equity/**Achievement/**Health &** **Wellbeing**/Positive Destinations/Attendance & Engagement | | | | | | | **HGIOS 4 Quality Indicators**   * 1. Leadership of Learning   2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  The Catholic School: Developing in Faith – Serving the Common Good, Promoting Gospel Values. | | | | | | | | | | |
| Has this priority been: | Fully  Achieved | | |  | | | Partially  achieved | | |  | | | Continued into next session | | |  | |
| **Progress**   * Children and families have a weekly supply of products from Fareshare. * WEA classes for parents took place, Science for a Successful Scotland and Cooking on a Budget. * Enhanced transition programme with family pre visits in nursery, Primary 1 and change of class. * Digital transition programme for Primary 1 and transition passports. * Termly Sharing the Learning established and linked to SIP priority for Conceptual Numeracy and Workshop for Literacy. * Family questionnaires to further develop family engagement annual calendar and addition of a Family Bingo Evening, which was very successful in engaging parents and reached full capacity. * Family Engagement Nursery floorbook. * Parent helpers volunteer timetable established across Nursery to P7. 3 Parents had professional learning sessions with Support for Learning Teacher to upskill in using Toe by Toe and Power of 2. 1 parent bakes twice a week with children at First level. * Initial discussions in place for after school STEM club to run next session and offer of one community worker to support a class teacher along with parents who have attended Science for a Successful Scotland. * £10,000 STEM resources purchased through community grant and work with local councillor. * Allotment application submitted for funding grant following meeting with Fife Council catering Head of Service and local councillor. | | | | | | | | | | | | | | | | | |
| **Impact**  From parental questionnaire results:  84% of parents believe that they are kept informed about the work of the Parent Council.  90% of parents believe that the school takes their views into account when making changes.  94% of parents believe that the school organises activities where my child and I can learn together.  95% of parents believe that the school gives advice to parents on how best to support their child’s learning at home.  100% of parents would recommend the school to other parents.  Almost all children had a parent/carer attend at least one of the family engagements sessions from across the year.  One Community Worker has been inspired and offered to work with the school, after processing the community grant for STEM.  Nursery class has a STEM learning wall displayed. Primary 1-7 classes have a STEM area within the classroom and access to new STEM resources. | | | | | | | | | | | | | | | | | |
| **Next Steps**   * WEA classes for parents that have expressed an interest in training as Pupil Support Assistants * Fareshare- Helping families in areas of deprivation, very successful uptake- Nursery staff expanding fareshare for 2024-2025 session with donation of fridge from Parent Council in order to receive fresh food/meat. * Implementation of Family Engagement annual calendar and continue to update regularly in consultation with Parent Council. | | | | | | | | | | | | | | | | | |
| **Attainment of Children** | | | | | | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | 73% | 73% | 73% | 73% | | **P4** | 63% | 63% | 58% | 68% | | **P7** | 100% | 100% | 80% | 95% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | 80% | 73% | 85% | 73% | | **P4** | 65% | 61% | 75% | 68% | | **P7** | 70% | 100% | 75% | 95% |   **Evaluative statement of attainment over time**  Overall attainment in literacy and numeracy is good with most children making progress from their prior levels of attainment.   * By the end of P1, the majority of children achieve early level in listening and talking, reading, writing and numeracy. * By the end of P4, the majority of children achieve first level in listening and talking, reading, writing and numeracy. * By the end of P7, all children achieve second level in listening and talking and reading. * By the end of P7, most children achieve second level in writing. * By the end of P7, almost all children achieve second level in numeracy. * By the end of P7 children have increased attainment in listening and talking by 33% since P1. * By the end of P7 children have increased attainment in reading by 29% since P1. * By the end of P7 children have increased attainment in writing by 3% since P1. * By the end of P7 children have increased attainment in numeracy by 3% since P1. | | | | | | | | | | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | | | | | | | | | | | |
| Cluster Praxis Award continues to be implemented and awarded across P1- P7 classes.  Rights Respecting Schools Silver inspection was due to take place on June 10th 2024 but had to be postponed until term 1 of session 2024/2025 due to staffing issues.  Nursery Wider Achievements  The children from the nursery, P1/2 and P2/3 visited the local woods at Wallsgreen park as part of a group litter pick for the Eco Committee.  Children will share their wider achievements at a weekly assembly, achievements such as swimming and dancing certificates. The children take great pride in sharing their learning and achievements with their peers. The children will often share their news at together time or assembly and photos are displayed on our Wall of Fame.  Hot chocolate Friday- School Values achievements from Nursery – Primary 7.  Nursery Learning Wall floorbook  Fareshare- Helping families in areas of deprivation, very successful uptake- Nursery Staff expanding fareshare for 2024-2025 session. | | | | | | | | | | | | | | | | | |
| **Feedback from External Scrutiny** | | | | | | | | | | | | | | | | | |
| **Learning Partnership Strengths and Areas for Improvement** | | | | | | | | | | | | | | | | | |
| **2.1 Child Protection**  **2.2 Curriculum Learning Pathways**  **2.5 Family Learning**  **Key Strengths**   * Strong Leadership * Child Protection procedures followed, children and staff know procedures. * Curriculum pathways for WfL and Conceptual Numeracy are used and evidenced in classroom visits. * Family Learning annual calendar of events * Active Parent Council supporting with outdoor learning trips, cost of the school day, Fare Share * Parent classes – WEA, community partnerships with Ore Valley * Nursery – high quality learning and teaching observed. * Meeting learners needs, experiences match learners (ahead, on track and behind) * Children understand what they are learning. * Explanations and instructions are clear. * Evidence of verbal feedback. * Well timed interventions of the teacher.   **Areas for Improvement**   * In a minority of classes, tasks, activities and resources are not effectively differentiated and do not provide appropriate pace or challenge for learners.   Teachers who are skilled in this should share their learning across the school.   * Shared expectations of what an effective classroom looks, sounds and feels like, should be co-created with children to ensure consistency of classroom management. * In a minority of classes, learning environments need to be re-audited using The Circle Toolkit and Learning Environment Audit. * Teachers should further consider the range of questioning used in lessons to extend children’s thinking and develop their own questioning skills. * Teachers should now use a range of cooperative strategies with children to co-create success criteria. * Information to support child protection and safeguarding will be made easily accessible to ensure all staff have access to the most up to date guidance and procedures. | | | | | | | | | | | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | | | | | | | | | | | |
| *please detail how stakeholders have been involved in reviewing 2023-2024 and how they have contributed to identifying priorities for Session 2024-2025*  During our Learning Partnership in January 2024 there was a parent focus group involved in evaluating the SIP and contributing their views of the developments in school.  Parental questionnaires are gathered Parents’ Evenings in November and March and also digitally to ensure all parents provide feedback and are consulted on matters.  The Parent Council meets termly to discuss SIP. The chair also meets with the Headteacher more regularly than once a term. Consultation is sought at meetings and progress reported on. These are recorded in Parent Council minutes taken by the secretary. This information is shared in termly newsletters to parents.  Pupil focus groups are consulted with regularly regarding school improvements and feedback sought and actioned. Pupil focus groups were involved in the Learning Partnership.  Pupil Voice groups meet every three weeks to work on action plans. | | | | | | | | | | | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | | | | | | | | | | | |
| In September IP and SQR are shared with all parents/carers through our normal communication eg Seesaw, email, posted on website and through a SWAY. It also forms the basis of Parent Council first meeting of the year.  IP is displayed in school for all visitors on a wall display at the reception area. Each class has an abbreviated version of the IP displayed in each class.  Termly newsletters share with parents/carers progress throughout session.  Parent Council meeting are given a progress update at each meeting. This is then available for all parents/carers. | | | | | | | | | | | | | | | | | |
| **PEF Evaluation/Impact**  **Emotional Wellbeing**  HWB Groups – Throughout the year we have identified pupils who appeared to have low self esteem and efficacy, whether that was in regard to their learning, own wellbeing or through other factors including poverty. We have run a number of different groups focusing on a variety of different areas. Initially the groups focused on the physical wellbeing and fitness of children as well as helping them to build positive relationships and social skills. Our focus then shifted to mental wellbeing as this was having an impact on attainment across the school as most of the children identified were very able but beginning to slip in terms of achievement.  We ran a Thursday group that focused on building resilience and fostering an ethos of self-confidence. The children participated in several different exercises and activities that supported them to overcome challenges in a supportive setting. This included playing team games, kitbag, talking openly, and mindfulness. All crucial to develop skills to manage fears, enhance social interactions and alleviate anxiety (normalise it). This was a mixed group of children (average 10) with a wide variety of emotional needs from P3-P7. Working this way allowed the older children to express emotions and show support to the younger children without additional fear or persecution from their peers. We worked on normalising anxiety although there is some way to go. All children in the group managed to take away a different skill from the 12 Decider Skills that supports and works for them.  This social group also helped empower all children to communicate better through the development of social skills and they began to develop the foundations of building positive relationships to navigate social situations with ease.  One pupil stated that being part of the intervention made him feel more confident talking in front of a group. Another child stated that using the strategies helped him to calm down a bit and helped him to talk about his feelings.  81% of our parents believe that the school encourages their child to be healthy and take part in physical exercise. 70 % of parents believe that the school supports their child’s emotional wellbeing. 73% of parents believe that the school helps their child to learn how to make friends and develop good friendships.  **STEM –** All learners in P6/7 and P5/6 (49 children) apart from 2 children achieved their non formal qualification of Young STEM Leader Level 2. Over term 3 a teacher worked with the class teachers to upskill, and team teach STEM. This was based around an air race challenge that supported children in developing a wide range of skills including teamwork, communication, creativity and resilience. Along with this the children developed additional in-depth knowledge around the aerospace industry. The children applied this knowledge to create an immersive learning showcase and present their learning to Kinross Aerospace and family members. The focus was using STEM as an IDL provocation across a variety of subjects linking skills to DYW.    **P3 Numeracy support T3** – focus on place value, number bonds, shape 2d/3d, rapid recall of tables and time. This was planned with the class teachers of P2/3 and P3/4. A group of 10 P3 children were identified between the two classes. They worked as a smaller group for intensive support twice a week at the same time as the class numeracy slot. One slot was a focus on number recall and multiplication tables and place value. Almost all the children were able to identify the value of numbers 100, 000 and beyond. Some were able to identify millions. 2 of the children were still working to 1000 and struggled with confidence in numeracy. Almost all children were confident in counting forward and backwards in 2,5,10 from a variety of different numbers to 1000. Some children can successfully count forwards and backwards in 3,4,6. Almost all children need continue support with multiplication tables including rapid recall and recognition of 3x4 is 4x3 etc. All children were confident with telling time o’clock. ¼ past, ¼ to and half past. Most children were able to identify 5-minute increments using digital and analogue clocks. Almost all children were able to identify bridging the hour. Only two children consistently showed a lack of knowledge across all areas we were targeting and would benefit from additional support. These children lack confidence but possibly have additional factors that impact. | | | | | | | | | | | | | | | | | |
| **Targeted Interventions**  Raising attainment in writing through a focus on grammar and spelling.  Over the past 3 years, our attainment in writing has reduced from an average of 84% to 73%. We have identified a group of 5 children who are disadvantaged by low levels of parental engagement due to poverty who are more than 6 months behind their chronological age in spelling. The children require targeted intervention in order to achieve expected CfE attainment levels.  Primary 1 – 3 children, Primary 5 – 1 child and Primary 6 – 1 child | | | | | | | | | | | | | | | | | |
| Raise attainment in writing  Writing attainment for children in P6 has decreased from 88% to 60%.  Writing attainment for children in P4 has decreased from 80% to 55% | | | | | | | | | | | | | | | | | |
| Emotional Wellbeing  We have identified 13 children whose emotional wellbeing and self-efficacy are affected by poverty. This is having a negative impact on their attainment and achievement.  Emotion Works –  After school Clubs – After school clubs for Boxing, football, netball, code club all part of weekly timetable. Sportscotland Gold Award submission is currently in progress by Pupil Voice Sports Committee as part of our self evaluation for PE. | | | | | | | | | | | | | | | | | |

**St. Ninian’s RC Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation**  *(since August 2023)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | 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 2023)* |
| **1.3 Leadership of change** | Good | Very Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Good | Very Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | 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** |  |  | **Very good** |
| **Quality of environment** |  |  | **Good** |
| **Quality of staffing** |  |  | **Very good** |
| **Quality of leadership and management** |  |  | **Very good** |
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**Headteacher**: Shona Gorman

**Session 2024 -2025 Improvement Plan**

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| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | |
| **Focused Priority: Literacy**  Improve the skills of all children from Nursery to Primary 7 through engagement of Workshop for Literacy strategies to raise attainment in literacy with a particular focus on P3 and P5 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar. | | | | | | |
| **HGIOS4 Quality Indicators** | | | | | | |
| **Leadership and Management**  1.1 Self-evaluation for self-improvement   * 1. Leadership of Learning   2. Leadership of Change | | **Learning Provision**  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support | | | **Successes and Achievements**  3.2 Raising attainment and achievement  3.2 Securing Children’s Progress  **The Catholic School: Developing in Faith -**Developing as a Community of Faith and Learning | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Timescales** |
| Writing attainment will increase from 43% to 71% in P3 and  from 58% to 68% in P5.  Knowledge and application of spelling strategies and appropriate use of IT will increase writing attainment in P3 and P5.  Children with a spelling age gap of more than 6 months chronological age will work in targeted spelling groups to work on spelling/writing strategies to close the gap.  Through staff professional learning, focused staff discussion and moderation of grammar and spelling across all classes. Staff will use a consistent approach across the school so children across the school will receive a consistent approach to the delivery of grammar and spelling lessons, leading to improved attainment.  Through staff professional learning, focused staff discussion and moderation of early literacy and communication in the nursery, children will receive a consistent approach to the delivery of literacy, leading to improved speech and knowledge about sounds and mark making. | Professional learning for staff linked to spelling and common words. Staff will be upskilled in the use of technology to support writing and spelling..  Focussed staff look at spelling, particularly common words and a consistent approach.  ICT to support and enhance children’s outcomes in writing and spelling through weekly NCCT.  Fortnightly Nursery Development and Collegiate Development meetings to look outwards at literacy within other schools  Consultation regarding spelling resources. | | Kevin Maitland – Locality PT  Fiona Walls - SfL  Ros Devlin CT group leading on literacy development work.  Annemarie Campbell – Chartered Teacher  Laura Graham CT | Baseline data on staff confidence/ knowledge of Conceptual Numeracy.  MS Forms to gather parental feedback.  Pupil Focus Groups - pre and post.  Staff meetings to gather staff feedback – exit passes.  SLT classroom visits.  Feedback from learning partnership visits  Jotter monitoring  NSA/BASE assessment data (P1, P4, P7)  Peer feedback on Learning Environments.  Model for Improvement  Questionnaire/Forms for children, staff and parental feedback.  Pupil Focus groups  Jotter/One Note/Teams monitoring  LP and peer/class observation visits  Cuppa Chat feedback  School data  Planning and tracking meetings | | By end of September 2025  Pre and post parental engagement session. Shared Learning/Cuppa Chats  Pre- by end of September 2025  Post – June 2026  After each session  WTA calendar   1. x class visit, 1 x SLT and 1 x LP   Term 3  Termly  P1 – September & June  P4 – March/ April  P7 – November/ December  September & March  Previous SIP  August 2024 – June 2025  August – December 2024  MfI staff training x 1 class teacher,  MfI – daily data on run charts  Pupil Focus Group/Jotters and evidence monitoring – 1 per term  Parental Cuppa Chat – 1 per term  Planning and Tracking – 1 per term  Fortnightly Development meetings. |
| **Ongoing Evaluation** | | | | | | |
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| * **Education Directorate Improvement Plan:**  **Equality & Equity/Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | |
| **Focused Priority:** Improve the skills of all children through engagement in STEM strategies to raise attainment in science and maths with a particular focus on Nursery and P6/7 cohorts of children through application of STEM activities. | | | | | | |
| **HGIOS4 Quality Indicators** | | | | | | |
| **Leadership and Management**   * 1. Self-evaluation for self-improvement   2. Leadership of Learning   3. Leadership of Change | | **Learning Provision**  2.2 Curriculum  2.3 Learning, teaching and assessment | | | **Successes and Achievements**  3.1 Ensuring wellbeing, equality and inclusion  **The Catholic School: Developing in Faith** -Developing as a Community of Faith and Learning  Serving the Common Good | |
| **Expected Impact**  An overview of the new programme called Inspiring a sustainable approach to STEM is provided in summary:   1. A three-year programme   2. intensive and directive SSERC intervention in Year 1, less SSERC intervention in Year 2 and limited SSERC intervention in Year 3  2. A limited number of Local Authorities involved (maximum 4)  3. Development of a STEM Resources Hub by the end of Year 3 within the Local Authority.  Funding for resources and necessary equipment and materials to deliver high-quality STEM education will be provided.  4. Impact evidenced.  5. Development of leadership/coaching skills by those participating  Through this professional learning children will experience a consistent approach to STEM and achieve STEM Leadership status at second level.  All children from nursery to P7 will have early exposure to STEM:  sparking an interest in STEM and helping learners develop critical thinking, problem-solving, and analytical skills.  To ensure that all learners, regardless of their socio-economic background, have access to STEM education.  To develop a shared understanding of Outdoor Learning and Learning for Sustainability amongst all staff. | **Strategic Actions Planned**  All staff to increase individual teacher confidence and competence to use STEM as a context for learning.  Develop individual teachers’ professional practice.  Provide opportunities for all staff to raise their levels of  Knowledge, skills, competence and confidence  through the delivery of practical-based STEM activities.  All staff to develop pedagogical and assessment skills through practical-based STEM activities.  To develop a shared understanding of Outdoor Learning and Learning for Sustainability amongst all staff. | | **Responsibilities**  Darren McTurk CT  Annemarie Campbell CT  Chloe Pollock EYO  All staff  SSERC STEM Associate  Principal Teacher  Nursery EYOs  All teaching staff  All PSA staff | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)***  Baseline data on staff confidence/ knowledge of Outdoor Learning.  MS Forms to gather parental/pupil feedback.  Pupil Focus Groups - pre and post.  Staff meetings (menti) to gather staff feedback  SLT learning visits.  Feedback from learning partnership visits  Model for Improvement  Questionnaire/Forms for children, staff and parental feedback.  Pupil Focus groups  LP and peer/class observation visits  Cuppa Chat feedback  School data - Progress being used for science tracking and monitoring.  Planning and tracking meetings | | **Timescales**  19th /20th September 2024, 13th/14th March 2025,  12th/13th June 2025  SSERC Residential  15th November 2024 – in-service  12th February 2025 – in-service  Collegiate sessions linked to WTA calendar for term 3 January 2025 – March 2025. |
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| **Ongoing Evaluation** | | | | | | |
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**St. Andrew’s Cluster Improvement Plan**

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| **Education Directorate Improvement Plan:**  Equality & Equity/**Achievement/**Health & Wellbeing/Positive Destinations/Attendance & Engagement | | | | | | |
| **Focused Priority:**  Plan a progressive curriculum in RERC, Music and 1 other curricular area (Health and Wellbeing), ensuring that all children receive their entitlement to a BGC.  Use benchmarks for RERC and Music to measure children’s progress and achievement of a level, using a range of assessment evidence to inform professional judgements  St Ninian’s focused priority as above and to also include Literacy, Maths and Science. | | | | | | |
| **HGIOS4 Quality Indicators** | | | | | | |
| **Leadership and Management**  QI 1.2 Leadership of Change  QI 1.3 Leadership of Learning | | **Learning Provision**  QI 2.2 Curriculum  QI 2.3 Learning, teaching and assessment | | | **Successes and Achievements**  QI 3.1 Ensuring wellbeing quality and Inclusion  QI3.2 Raising attainment and achievement | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.  St Andrews cluster schools will focus on music & RCRE, with each school choosing one further focus of their own. St Ninian’s will focus on Literacy, Maths, Health and Wellbeing and Science.  All staff will track children’s progress across the broad general education and enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across music & RCRE, with St Ninian’s further focus on Literacy, Numeracy, Health and Wellbeing and Science.  Through planned opportunities with teaching staff, knowledge of the RCRE and Music (Literacy, Numeracy, Health and Wellbeing and Science) curriculum will be developed and this will ensure they can support children in their learning.  Through planned opportunities with parents/carers, knowledge of RCRE, Music, Literacy, Numeracy, Health and Wellbeing and Science will be developed and this will ensure they can support children in their learning across the curriculum. | **Professional Learning Activities**.    As part of collegiate sessions, staff will engage in professional dialogue on assessment of Music, and RCRE and further focus of their own, personalised to their school (Health and Wellbeing, Literacy, Maths, Science).  All staff will use CfE benchmarks for Music & RME, with each school choosing one further focus of their own (Health and Wellbeing) along with Literacy, Maths and Science.  Develop Praxis awards to reflect the RCRE benchmarks and link to meta skills  **Forward Planning**  All staff will use the progression pathways for music and RCRE with each school choosing their further focus of their own.  All staff will use the diocesan planners for St Andrews & Edinburgh  Attainment and Forward Planning dialogues will support assessment within identified curriculum area linked to assessment evidence which informs judgements.  Staff will develop confidence in planning for assessment.  **Moderation**  As part of cluster collegiate sessions staff will moderate examples of RE & Music assessments  Each staff member to bring examples of evidence of assessment to moderate, to ensure consistency  **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.   **Reporting**   * All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. * All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers   **Learning, teaching and assessment**   * Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the BGE. | | Music  Led by PTC Expressive Arts St Andrew’s High - Dawn Smith  Cluster DHT’s, PT & QAMSO’s  All teaching staff  RCRE  Led by M Gavin  DHT’s & PT & QAMSO’s  All staff  Cluster DHT & PT’s  RMRC  Led by M Gavin  HT’s & PT & QAMSO’s  All staff  All teaching staff  HT – Shona Gorman  PT – Jennifer Ripley  Led by Cluster PT/DHTs  Led by PT – Jennifer Ripley  All staff  All class teachers  All EYOs  PT – Jennifer Ripley  HT – Shona Gorman | **Data**  Analysis of attainment data in music, RERC and one further focus (Health and Wellbeing) along with Literacy, Maths and Science individual to St Ninian’s.  Analysis of CfE and BASE/NSA data.  Analysis of data for identified cohorts e.g SIMD, ASN, EAL, LAC  Use the Praxis awards to reflect the children’s progress through the RCRE curriculum  **People’s Views**  Teacher Judgements to use the benchmarks measure children’s progress  BASE Line  <https://forms.office.com/e/1FBb7TSvQ3>  Follow Up  <https://forms.office.com/e/1FBb7TSvQ3>  Improved teacher confidence (audit see above)  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas  Classroom observations linked to identified areas of the curriculum (QA calendar)  Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | | Tuesday 17th September 2025  December 2025  Tbc (awaiting directorate calendar)  September 2024  May 2025  February INSET St Marie’s PS 2025  April 2025 (Teams)  September 2024  January 2025  May 2025  November 2024  February 2025  February 2025  September 2024  January 2025  May 2025  May 2025  Termly |
| **Ongoing Evaluation** | | | | | | |  | Drama  Led by DHT’s, PT & QAMSO’s  All staff  RMRC  Led by M Gavin  DHT’s & PT & QUAMSO’s  All staff  DHT & PT’s  RMRC  Led by M Gavin  HT’s & PT & QUAMSO’s  All staff  All teaching staff |

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

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| **Pupil Equity Fund allocation for session 2024/25** | | **£** 46,550 |
| **School Context (copied from SIP)** | | |
| **Context**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Setting/School Roll** | | **EAL:** 5% *(8 pupils)*  **Care Experienced:** 3% *(4 pupils)*  **ASN:** 27% *(43 pupils)* | | | | | **FME** | | 31% (40 pupils) | | | | | **SIMD Profile for establishment** | | **SIMD 1 & 2:** 4% *(6 pupils)*  **SIMD 3 & 4:** 63% *(100 pupils)*  **SIMD 5-10:** 18%(28 pupils)  New housing estate – 26 children awaiting SIMD | | | | | **Attendance (%)** | 91% | **Authorised** | 5% | **Unauthorised** | 4% | | **Exclusion (%)** | | 1 ch (0.04%) | | | | | **Attainment Scotland Fund Allocation (PEF)** | | £46 550 | | | | | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| In St. Ninian’s RC Primary School, we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox, SVDP and Fareshare to ensure equity for all. We examine the school day through the following headings:  **Uniform**   * Our school uniform is a white polo shirt, black or red sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable. * School embroidered uniform is affordable and can be purchased [myclothing.com](https://myclothing.com/collections/st-patricks-r-c-primary-school-8594) * We encourage plain black footwear and discourage designer items of clothing. * Pre-loved uniform is available on request and is displayed at Parents’ Evenings and at The Corrie Centre. * P7 Leavers’ Hoodies are gifted by the school * Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips. * Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator. * We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.   **Travel**   * Our school serves the catchment of Cardenden and Kinglassie, almost all children live within walking distance to school. There is a school bus. After school clubs are run in school so there is no need to travel any distance. * All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.   **Learning**   * Stationery and whiteboards, pens and dusters are provided for all classes. * Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning. * There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.   **Friendship and Community**   * We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially. * Mini Vinnies is one of our pupil voice groups who work with the Cardenden Community Fridge. * We heavily promote uniform to negate any peer pressure to wear branded or expensive items. * Fun events within school are funded the Parent Council or school funds and we try to keep costs as low as possible. * We ask for suggested donations to make these events as inclusive as possible. * We communicate events well in advance so families can include these within their budgets. * All classes participate in a trip to the local pantomime in December at no cost.   **School Trips**   * We use profit from tuck shop to subsidise Dalguise Residential in P7. * All P7 children have the opportunity to attend the residential trip and funding is provided by the SVDPl if required. * The Parent Council subsidise school trips through fundraising, and we utilise any grants we can apply for if appropriate. * Trips and residentials are signposted well in advance to allow opportunities to save towards these.   **Eating**   * We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session. * Cashless catering reduces stigma through our promoted use of iPayimpact. * We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food. * We offer a Breakfast club for all pupils from 8:15am every day. * We can provide free places for any child who requires this. * Tesco Food vouchers for the festive period are offered to specific families in conjunction with local charities.   **Clubs**   * All after school and lunchtime clubs are run by staff, pupils or Active Schools partners and are free of charge.   **Home Learning**   * Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device. | | |
| **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?) | |
| Parent Council termly meetings  Parental questionnaires |  | |

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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) £** 46,550 | |
| What is the rationale behind your identified actions? **why** this is a priority?  What are your gaps?  Over the past 2 years, our attainment in writing has reduced from an average of 75% to 70%. We have identified a group of 5 children who are disadvantaged by low levels of parental engagement due to poverty who are more than 6 months behind their chronological age in spelling. The children require targeted intervention in order to achieve expected CfE attainment levels.  Primary 2 – 3 children, Primary 6 – 1 child and Primary 7 – 1 child | | | | |
| **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 (links with SIP priority)    What are we trying to improve?    Your aims should be specific and targeted i.e. increase x to y by Z, include baseline data. SMART Aims and outcomes.    **who** will experience the change? /**by how much** is it going to change? / by **when**?  **Intervention 1**   1. By June 2025, all identified children in P2 will be able to read and write 12 diagraphs and have retained the initial sounds.   By June 2025, all identified children in P6 and P7 will be able to read and spell using 80 of the second 100 common words and achieving 50 % of appropriate WfL weekly spelling words. | How does this intervention tie in with your rationale? **what** will change?       1. Identification of children with more than 6 months difference in spelling age and chronological age using Base data for Primary 1 literacy. 2. Analysis of Base assessment in Primary 1 3. All identified children in Primary 2 will engage in an enhanced phonics session with PSA/Raising Attainment teacher daily with emphasis on letter and sound recognition. 30 minutes per day. 4. All identified children in Primary 2 will engage with additional phonics and language through play in the classroom with the class teacher. 5. Communications to parents of identified children to develop family engagement and support for children at home.   **Primary 6 and Primary 7**  Identified children will complete SWST baseline assessment  P7 NSA data  CEM literacy assessment in P6  Identified children will engage in an enhanced spelling session with Raising Attainment Teacher/PSA three times a week with a focus on common words and appropriate spelling words from WfL pathway. 3 x 30 minutes per week. | How will evidence be gathered – data, views, direct observations?       1. Base completed by June 2024 for P1 2. Baseline SLT and SfL will collate P1 data for literacy and SWST data for P5 and P6. 3. CT and RA along with SLT to analyse data. 4. Model for Improvement QI implemented 5. Parents and pupils views on literacy (sounds) gathered 6. Attainment discussions/ records will identify trends and improvements. 7. Regular tracking meetings with SLT, Teachers and PSA as required. 8. By February 2024 all identified P2 children will be able to read and write 12 diagraphs and have retained the initial sounds. 9. P3 CEM completed by October 2026   By January 2025 all identified children in P6 and P7 will be able to read and write 40 of the second 100 common words and be attainment 5/10 words in weekly spelling tests. This will be evident across daily written tasks, weekly Big Writing, spelling test results, application across the curriculum and formative assessment.  Spelling age and application of spelling in daily writing will be monitored weekly and in detail at 6 weekly intervention reviews.  Tracking and monitoring sessions each term. | | What has been the impact? Have you met your original expected impact? |

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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) £** 46,550 | |
| What is the rationale behind your identified actions? **why** this is a priority?  What are your gaps?  We have identified 6 children whose emotional wellbeing and self-efficacy are affected by poverty. This is having a negative impact on their attainment and achievement. | | | | |
| **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 (links with SIP priority)    What are we trying to improve?    Your aims should be specific and targeted i.e. increase x to y by Z, include baseline data. SMART Aims and outcomes.    **who** will experience the change? /**by how much** is it going to change? / by **when**?  **Intervention 2**  By June 2025, all identified children in Health and Wellbeing groups will be able to explain strategies to address their emotions and employ these to self-regulate.  By June 2025, all identified children will be able to discuss personal strengths and their next steps. | How does this intervention tie in with your rationale? **what** will change?       1. Identification of children who require emotional support and are displaying dysregulated behaviour. 2. Weekly mixed age Health and Wellbeing groups led by PSA for identified children throughout the school, incorporating Emotion Works and skills and benchmarks from Talking & Listening. 3. Weekly meeting with a councillor for identified children. 4. Shanarri Assessment and Talking & Listening Assessment for each identified child. (Baseline and final) 5. Health and Wellbeing Groups based on needs identified from SHANARRI Assessment | How will evidence be gathered – data, views, direct observations?      Personal targets identified for each child based on their SHANARRI assessment data and Baseline Talking & Listening Assessment.  Complete evaluations after 6 HWB sessions.  Identified children can talk confidently about a personal strength.  All identified children can discuss and justify their opinion, listen actively to others' opinions and show respect when others are talking. | | What has been the impact? Have you met your original expected impact? |

**Pupil Equity Financial Plan Session 2024- 2025**





**Name of Establishment: St. Ninian’s RC Primary School**

**Name of Headteacher: Shona Gorman**

**Education Manager: Jackie Funnell**

**Standards and Quality Report Session 2024-2025**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Comments** | | | | | |
| Agreed format for SQR 2023-2024 has been used |  | | | | | |
| Cost of the School Day statement included |  | | | | | |
| Context table completed  Shared vision and values shared |  | | | | | |
| **Improvement Work 2023-24**  **Priority 1** | **Fully Achieved** |  | **Partially Achieved** |  | **Continued next session** |  |
| **Progress**  **Clear progress been made with planned strategic actions** |  | | | | | |
| **Clear impact shown for children and young people**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| Limited number of next steps identified |  | | | | | |
| **Improvement Work 2023-2024**  **Priority 2** | **Fully Achieved** |  | **Partially Achieved** |  | **Continued next session** |  |
| **Progress**  **Clear progress been made with planned strategic actions** |  | | | | | |
| **Clear impact shown for children and young people**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| **Limited number of next steps identified** |  | | | | | |
| Attainment Overview Completed |  | | | | | |
| Evaluative Statement about Attainment |  | | | | | |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) |  | | | | | |
| Wider achievement – impact on children and young people  Personalised for schools and significant events/achievements shared |  | | | | | |
| Feedback from External Scrutiny   * LP/ELP * Education Scotland * Care Inspectorate |  | | | | | |
| PEF Evaluation (per priority)  Progress:  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  | | | | | |
| Impact   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| Consultation with Stakeholders |  | | | | | |
| How is SQR, IP and PEF shared with stakeholders |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (School) |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (ELC) |  | | | | | |
| Care Inspectorate Grades included (where relevant) |  | | | | | |

**Improvement Plan Session 2024-2025**

|  |  |
| --- | --- |
|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? |  |
| Are relevant QI’s identified for priority identified? (including Early years if relevant) |  |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data |  |
| Strategic Action/tasks identified:   * High level * Realistic |  |
| Responsibilities   * Identified * At all levels |  |
| Measure of Success (including Triangulation of evidence/QI Methodology)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. |  |
| Timescales   * Realistic |  |
| PEF Plan (included) |  |
| PEF Financial Plan (included) |  |

***Feedback given by ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Date feedback given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***