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School Improvement Planning Template

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| **School** | **Caledonia Primary School and LCR** |
| **Learning Community** | **Bannerman** |
| **Link Officer** | **Jane Arthur** |
| **Head of Service** | **Jean Miller** |
| **School Roll** | **272** |
| **Attendance Rate**  | **90.5% (May, 2024)** |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed**OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. |
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| **PEF allocation 24-25: £118,825** | **SIMD Q**uintile 1 **(% and Number)** 135, 49.6% |
| **Carry Forward: £0** | **SIMD Q**uintile 5 **(% and Number)** 1, 0.3% |
| **Total Allocation 24-25: £118,825** | **Other** |
| **FME (number and %)** 109, 40.1% | **Total No Pupils** 272 |

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| **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)*1. Education Service Reform
2. Achievement and progress: to improve attainment in literacy
3. Wellbeing and learning: to improve learners’ wellbeing
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| **Challenge: *(copy/paste aligned challenge)*** |
| **Mission :**  | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| December Check Point: Evaluative Comments |

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| **Challenge: Education Service Reform** |
| **Mission 1: To mitigate impacts on learners experiences from reduced staffing and resultant reduced working time** | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Pupil Voice working time reduced from 9 to 5.5 hours, staff team organised to work more independently on PV | Pupils’ responses to annual pupil survey questions on being listened to and the effectiveness of the Pupil Council will be within 5% of last year. Working time re-allocated to support SIP priorities below. | Pupil survey, wider achievement tracking | G. Lynch | Aug-June |  |  |
| Extra-curricular clubs working time reduced from 9 to 5.5 hours, staff team organised to work more independently using tracking to target. | Attendance figures within 10% tolerance of previous year. Working time re-allocated to support SIP priorities below. | Attendance figures, wider achievement tracking | C. Bruce | Aug-June |  |  |
| STEM Event to be brought to 4-5, reducing required working time. | Attendance figures within 10% tolerance of previous year. Working time re-allocated to support SIP priorities below. | Attendance | k. Scotland | March |  |  |
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| December Check Point: Evaluative Comments |

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| **Challenge:**  Achievement and progress: to improve attainment in literacy while improving learners’ wellbeing |
| **Mission 1: To improve learners’ attainment in literacy** | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Caley Reads Together partnership1:1 coaching programme | Almost all targeted pupils will feel more confident in reading and will make some progress towards achieving a level. | Pre-/post-survey, PM Benchmarking | K. Scotland | March 2024 |  | £21,508/3+PT Uplift |
| 1:1 Targeted interventions in reading | Attainment in reading improves by at least 3%, almost all targeted learners make progress towards achieving a level | PIRA, attainment tracking | K. Scotland | March 2024 |  | £21,508/3+PT Uplift |
| Team teaching support - writing | Attainment in writing improves by at least 2%, almost all targeted learners make progress towards achieving a level | Attainment tracking | K. Scotland |  |  | £21,508/3+PT Uplift |
| Caley Crew | Almost all targeted learners make progress towards achieving a level | PM Benchmarking, attainment tracking | K. Scotland | March 2024 |  | £46,736 |
| Collaborative enquiry by all teaching staff in connecting and reviewing the learning in reading | Attainment in reading at least maintained, almost all targeted learners make progress towards achieving a level | Staff self-evaluation (pre/post)Classroom observations of agreed features of practice, attainment data | G. Lynch | April 2024 |  |  |
| December Check Point: Evaluative Comments |
| **Mission 2: To improve learners’ wellbeing through universal and targeted approaches** | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| WOSDEC whole-staff training (June, 2024; Aug, 2024); Global storyline focus on Aug-Sept Wknd  | Learners will have an improved understanding of their rights and equalities through contextualised learning. | Pre-/post-survey of pupils | G. Lynch | October, 2024 |  | £3000 |
| Thistle Grove | Targeted learners’ sense of affiliation with the school and attendance will improve. For targeted infant pupils (p1-3) Boxall scores will improve from pre- to post-intervention. | Attendance for targeted pupils. Pupil responses to belonging question in GMWP. | Ailsa Temple | Dec 2023/ June 2024 |  | £46,736 |
| December Check Point: Evaluative Comments |

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| Grand Challenge  | Area of Focus | Quality Indicator |
| Achievement and progress: to improve attainment in literacy while improving learners’ wellbeing | Playful Pedagogy (£400 PEF for Playful Pedagogy programme via GIC) | 2.3 |
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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.