

OFFICIAL School Improvement Planning 2024-25



School	Clyde Primary School
Learning Community	Knightswood LC
Link Officer	Leisa McCracken
Head of Service	Donnie McLeod - TBC
School Roll	390
Attendance Rate	91%

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.

PEF allocation 23-24:	£195000	SIMD Quintile 1 (% and Number)	61% - 237 chn
Carry Forward:	£0	SIMD Quintile 5 (% and Number)	0.3% - 11 chn
Total Allocation 24-25:	£195000	Other	EAL: 35%
FME (number and %)	55%	Total No Pupils	390

Grand Challenges 2023-26 (*Grand challenges are the long term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'*)

1. **Wellbeing and Learning:** *Improve Wellbeing of children, Families and Staff Leading to Better Learning*
2. **Achievement and Progress:** *Improve Attainment in Literacy and Numeracy*
3. **Engagement, Participation and Inclusion:** *Improve Outcomes for Children and Families through Inclusive Practice*

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Challenge 1: Wellbeing and Learning: <i>Improve Wellbeing of children, Families and Staff Leading to Better Learning</i>						
Mission 1: <i>Increase attendance of 10% poorest attending children by 10% on average</i>					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create QA calendar , improving consistency of approach to monitoring and tracking attendance in line with KLC and SIIM, working alongside HSSW.	-standard approach to monitoring and tracking attendance regularly with SLT -improved attendance for poorest 10% -improved engagement with parents and pupils of poorest attendance	Views: parent and pupil views of identified poorest attenders, school refuser questionnaire, GMWP Data: Attendance data Observation: Engagement in learning	Alan	June		
Identification of poorest 10% attenders , share with appropriate staff and lead SLT for learner, creating a target with plan to improve, working alongside HSSW.	-standard approach to monitoring and tracking attendance regularly with SLT -improved attendance for poorest 10% -improved engagement with parents of poorest attendance, daily calls etc.	Views: parent and pupil views of identified poorest attenders, school refuser questionnaire, GMWP Data: attendance data Observation: target/plan specific to pupil	Alan	September		£6500 (HSSW)
Specific attendance interventions such as Family Learning, Birthday Celebrations, Skills Academy, extra-curricular, monthly attendance awards, Glasgow's Urban Adventure Award.	-improved overall attendance -improved attainment for targeted learners with low attendance -improved engagement with parents of poorest attendance	Views: feedback on FL activities, annual survey with Qs on attendance Data: attendance data Observation: Engagement in learning	Alan Rebecca	Ongoing based on intervention	£500 birthday resources	£2850
Mission 2: <i>Increase and enhance opportunities for learning outwith the classroom to improve wellbeing (Outdoor Learning, Cooking, SA, Playground, Physical Activity, Clubs)</i>					Costs	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Improve the quality and consistency of outdoor learning , ensuring all learners have regular high quality, planned experiences with use of our equipment.	-all classes will deliver high quality learning outdoors on a weekly basis for 1hr -improved parental understanding of importance of outdoor learning -improved wellbeing of learners	Views: parent, pupil and staff views pre/post, annual surveys Data: GMWP Observation: QA assurance visits	Rebecca F Lea	April		
Create programme for cooking for P1-7 , including timetable for Cooking Room , ensuring all learners have Food Tech opportunities. SfLW REHIS training .	-all learners will experience a 4-6week cooking programme -new cooking programme for P1-7 -improved wellbeing of learners	Views: pre/post views of selection of P3-7 learners, parent views, teacher views Data: GMWP Observation: all learners accessing Cooking Room	Karen D	October for P5-7 but ongoing sequentially	£500 – staff REHIS training	£1000 – ingredients
Through our Sports Coach, continue to raise profile of sport and physical activity for children, families and staff . Focus on stage with poorest engagement/behaviour – P4	-improve regulation of learners -improved participation in sporting/physical activity – all stages -improved wellbeing and behaviour, focused at P4 -improved achievements	Views: pre/post intervention views of targeted P4 learners, post club views Data: GMWP, attendance at club/activity registers Observation: increased participation in activities, new clubs and attendance at sporting competitions	Scott/Alan Kimberly	December		£18000

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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

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Challenge 2: Achievement and Progress: <i>Improve Attainment in Literacy and Numeracy</i>						
Mission 1: <i>Improve approaches to Literacy at First Level to raise attainment by 5% at P3 and P4, maintaining at P2.</i>					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Trail augmenting term 1 writing approaches in P2 and P3 , to focus weekly on recount with additional adult support.	- <u>almost all</u> in stages, children will have improved grasp of writing a simple recount -raised attainment for <u>targeted</u> learners across stage	Data: writing attainment data at P2, P3 and P4 Observation: Improved ability to write across the curriculum	Cher Scott	November then ongoing		
All 'just off track' children will be supported through digital technology , e.g. Talk2Text, Clicker, etc.	- <u>all</u> children able to use a digital tool to support with writing -rise in attainment for targeted children with an ability to use a digital tool	Views: pupil and parent views on using technology to support Data: writing attainment data at P2, P3 and P4 Observation: Improved ability and confidence in writing across the curriculum using technology	Rebecca F/Gemma D	November then ongoing		
Mission 2: <i>Implement a new approach to numeracy P1-7 (WhiteRose) including Metacognition</i>					Costs	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Implement WhiteRose Maths as our main programme for planning and delivery of numeracy and maths including CiC .	-improved consistency in the teaching and progression of maths/numeracy from P1-7 -rise in attainment at CLoL/PT/DHT/HT target stage	Views: learning conversations with P4 and P7 on track learners Data: numeracy data and P4, P5 and P7, WhiteRose Assessments Observation: QA visits on L&T numeracy at all stages	Claire	June		£5000
PT CLoL/DHT to support in delivering and/or planning targeted intervention and support a group of learners in P4, P5, P7.	-rise in attainment for 'just off track' learners at P4, P5 and P7 to 'on track'	Data: pre and post assessment intervention data, attainment data at identified stages, Sumdog Assessment data Observation: Improved ability and confidence in <u>writing across the curriculum using technology</u>	Claire	June		
All teachers to engage in metacognition approaches (whole school enquiry/CLPL/reading) with focus on numeracy, including target setting .	-improve understanding and consistency of approach in all classes to raise attainment -children better able to discuss their own personal learning targets	Views: pupil and staff views on understanding of metacognition pre/post CLPL Observation: learners able to talk about their own learning in QA visits and learning conversations	Kimberly Alan	June		
Evaluative Comment (<i>HGIOS 4 Link Outcome to QI Challenge Questions</i>)						

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Challenge 3: Engagement, Participation and Inclusion: <i>Improve Outcomes for Children and Families through Inclusive Practice</i>						
Mission 1: <i>Review and refresh whole school policy and practices for supporting children with ASN.</i>					Costs	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create a standard approach to all ASN procedures inc. WAPs (inc.on SEEMIS), IEPs, Review Meetings, referrals, shared area.	-Standardised procedures for support, referrals, identification and documentation. -updated ASN policy and paperwork	Views: parent views of learners with ASN, staff views Data: system to record data around referrals/support Observation: increased consistency of approach to procedures and meeting needs	Cher	January		
Target setting: upskill all teaching staff in the development of SMART targets , and SfLWs in pupil achievement of targets	-all learners being able to talk about the targets for learning/wellbeing -improved targets and evaluations for WAPs/IEPs leading to appropriate learning supports.	Data: staff confidence in target setting Observation: Improved targets and evaluations on plans, all learners' targets shared with parents termly	Cher Rebecca G Kimberly	September		
Embed tracker for CELs & CP/VP, tutoring offered to off track CELs, wider achievement opportunities to on and off track CELs/VP/CP.	-Comprehensive tracker to monitor needs of <u>all</u> CELs and CP/VP -Improvement in wellbeing and attainment -Improved SLT knowledge of CELs	Views: parent and pupil views of support, GMWP Data: attainment data, post-tutoring assessment data Observation: levels of engagement	Scott Kimberly	October then ongoing	£0	Various Skills Academy opportunities £ depending
Mission 2: <i>Improve engagement and participation within the school and community</i>					Costs	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Engage the whole school community with Rights Respecting School , enrolling on the journey to achieving SILVER, explicitly embedding principles and practices.	-Whole school community committed to Children's Rights, inc Assembly Focuses -All children aware of their entitlements/rights -Clear evidence of Children's Rights across learning and the environment	Views: children's views on their rights being upheld in school Data: PLTs Observation: Rights embedded in displays, Silver award visit, PLTs, GCC Pupil Forum	Claire/Darci			
Implement Family Learning Calendar and tracking attendance and evaluations of programmes to be measured (Numeracy/Dad/ASN/Attendance)	-Clear, annual calendar of events with focus of this year's school improvements. -improved attendance and awareness of family learning	Views: pre/post event views Data: attendance data at events	Rebecca F All SLT Lisa T Others with Leadership Resp.			£2000
Better identify and target learners for Skills Academy and measure the impact on wellbeing through use of GMWP, etc. at P6.	-Identified pupils will be engaged in an alternative provision or club -specific pupil wellbeing will be measured accurately	Views: pupil/parent/teacher views pre/post intervention Data: GMWP Observation: improved engagement in learning, improved behaviour	Kimberly D Scott			Various Skills Academy opportunities £ depending

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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)