Education – Improvement Planning Document – 2024-25

Establishment Name:

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2023-24 including PEF planning

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| Head of Establishment | Greg McGowan | Date | August 2024 |

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| Quality Improvement Officer | Alison McLellan | Date | August 2024 |

Our Vision, Values and Aims

**Our Values:**

Our core values are

* Respect (UNCRC Articles 7 and 16)
* Ambition (UNCRC Articles 4, 28 and 29)
* Honesty (UNCRC Articles 12 and 13)
* Caring (UNCRC Articles 19, 23 and 29)
* Responsibility (UNCRC Articles 12 and 42)
* Tolerance (UNCRC Articles 13, 14 and 30)

Our Aims:

Toactively develop our children’s skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

**Our School**

* Our school is a non-denominational primary school situated in the south west of Greenock
* Our current role is 301 and we currently have 12 classes.
* Our Nursery has 72 children on its roll
* Our associated secondary school is Inverclyde Academy
* *Approximately 60% of learners are within SIMD 1 and 2 with a further 10% in SIMD 3. Approximately 14% of pupils do not have an SIMD category assigned.*
* 6% of children are Care Experienced
* 40% of children are identified with Additional Support Needs
* *Our Pupil Equity Fund allocation is £140,000 per year*

**Vision**

At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

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| **National Priorities** | Session 2024-2025 | Session 2025-2026 | Session 2026-2027 |
| Improvements in attainment, particularly in literacy and numeracy | Continued targeted interventions in literacy, numeracy and health and wellbeing  Improved Moderation in Writing  Attendance focus including Nursery  Literacy – embedding I Can approach in the playroom context. And developing Home Learning and Engagement  Introduction of developmental milestone tracking tool | Maintaining Moderation standards  Developing refreshed Literacy provision re: Inverclyde Strategy  Development of Curriculum Rationale | Literacy Strategy  TBC  TBC |
| Closing the attainment gap between the most and least disadvantaged children | Continued PEF funded targeted interventions  Refreshing the Curriculum : Outdoor Learning | Continued funded targeted interventions  Refreshing the Curriculum : STEM and Outdoor Learning | Continued funded targeted interventions  Refreshing the Curriculum : STEM and Outdoor Learning |
| Improvement in children and young people's health and wellbeing | Maintenance of Attachment and Trauma Informed School ethos  Farm to Fork – developing nature and growing  Introduction of developmental milestone tracking tool | Consideration of Silver Award status  Expansion of Outdoor Learning opportunities | Maintenance |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Cluster Priority: Skills Development Scotland Meta-Skills including developing Racial Literacy led by Learners | School Level Skills Development including Pupil Folio and Profiling of Learning Journey | Review and refine school folio and profiling approach. |
| Placing the human rights and needs of every child and young person at the centre of education | Initial Staff development in Racial Literacy and Colonial Legacy | Introduction of specific activities in classes across the session | Review successes in introduction phase |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| All staff views were gathered through the ongoing self-evaluation process of the school and nursery. These will form part of next session’s quality improvement calendar.  Pupil views are gathered through pupil council and wider committee meetings. The pupil parliament was responsible for feeding back to the pupils at assemblies and in classes after each meeting. Next session a family and pupil friendly SIP will be created to assist with this.  Stakeholder views were collected through consultation with parents through Microsoft Forms, pupil focus groups on school improvement and the quality assurance process with staff. There will be a renewed focus on the engagement of parents re stakeholder’s views this coming year, driven through the parent council. |

**How was PEF spend consulted on?**

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| Staff were presented with various options for targeted interventions and gave their views on which ones have made the most impact for their children.  Learner participation was represented through a representative group of senior pupils.  Parent council discussed PEF spend at a meeting in school.  Nursery Priorities |

Colour Key

Shared Priorities

School Priorities

Plan: Session 2024-25

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  - | | |
| **NIF Driver**  School Improvement  Performance information  Assessment of children's progress | **HGIOS/ELC QIs**  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  Choose an item. | **UNCRC**  Article 28: (Right to education):  Choose an item. |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| The school has a high level of deprivation within its community reflected in its Pupil Equity Fund allocation. This continues to have an effect on attainment and requires a clear focus and monitoring of targeted interventions in literacy and numeracy.  The majority of our pupils, 60%, reside in SIMD Bands 1 -2. This increases to 70% when SIMD 3 is taken into account. For this reason we do not focus on closing the poverty related attainment gap but focus on raising attainment for all. This has been agreed with the LA.  Recognising the direct links between good attendance and attainment, attendance continues to be an area of focus for us. Our attendance has stayed on a par with session 22-23, however, our attendance rate is still below the national expectation.  Improving attendance therefore is a priority. The school’s 52 week attendance average at 3.5.24 remained stable between session 22-23 and 23-24 at 90.3%. Next year the school should focus resources to ensure the attendance of the P3-5 cohort improves as it is notably below the school average.  Learner progress, with regard to ACEL data is reviewed termly and allocation of resources for interventions determined by SLT in consultation with staff based on their professional judgements and current data. This will continue to provide the opportunity for effective short term interventions enabled primarily through PEF funding.  This session, Writing continues to significantly lag behind Reading and Numeracy, in ACEL data, at all stages from P3 with an uplift at P7. This session we have started to consider the consistency in moderation with the benchmarks and will continue to work on moderation of Writing in session 24-25.  *In session 23-24 the school identified that there was a need to revisit moderation with a particular focus on Writing. Initial work with the Attainment Adviser started and we have gained more clarity through a tighter focus on the Benchmarks. We also examined the correlation between early session TPJs and final submissions.*  The school’s own self evaluation concluded that there is a need to widen curricular experiences for children. This session initial training in Outdoor Learning was undertaken by all classroom staff and, while the incidence of learning in the outdoors has increased since that point, there still exists a need to develop a much wider and regular planned experience for learners in Outdoor Learning and STEM. Next session there will be, as part of the collegiate agreement, termly focused extended collaborative planning to enable developments in these areas.  In the nursery, in session 24-25, the priority will be the initial implementation of the Inverclyde Tracking Tool. This will enable resources to be targeted at specific children and groups to ensure fully support progress in attaining developmental milestones. |
| **Expected outcomes for learners Who? By how much? By when? What?** |
| By June 2025 attainment in writing we aim improve by 5% across all stages  By June 2025 attainment in reading will improve at Primary 6 and 7 by 6% and by 6% in session 25-26 to narrow their gap from the current school norm of 70% By June 2025 attainment in numeracy will improve in Primary 5 -7 to reduce their drop from the 75-80% reported at P1-3 that is recovered in P7.  Our objective is to increase our 52 week attendance average to 92%.  Learners’ reported engagement with STEM and Outdoor Learning will increase.  By February 2025 tracking of children’s progress will lead to better outcomes.  By June 25 children in the nursery will have a richer vocabulary |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| As noted above, Moderation of Writing using benchmark criteria will be a focus for accurate ACEL data.  Teacher professional judgements will reflect improvements in attainment  Attendance training for clerical staff with daily checks in every class for targeted pupils.  Reduction in staff identifying pedagogy need to engage pupils  Seemis records and attendance dashboard will indicate improvements in attendance  Staff confidence in using Tracking Tool will improve.  Regular, effective use of Developmental Milestones Tracker.  Staff use data identify next steps in developmental learning |
| ​**If PEF spend is supporting – how much and what?** |
| PEF will support the provision of PSA support 2.2 FTE  Additional Pupil Support costs £43, 910 2.2 FTE  1FTE teacher to support interventions £58,331 **(scale POINT 2)** |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible** | **Resources and staff development** |
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| Initiate an analysis of the school’s attendance; historic dip cohorts, push / pull factors, review processes. | Oct 24 |  | **SLT** | SLT time |
| Focus on supporting attendance in place including a multi-agency plans for those with 15% absence | Sept 24; ongoing each week |  | **SLT** | 6 weekly attendance checks with a focus on the P3-5 and P7 cohorts |
| Daily attendance checks across each class by 9:15 each day by a member of SLT. Triangulate this with office staff with anyone unaccounted for receiving a text message or house visit. | Sept 24; ongoing each week |  |  |  |
|  | | | | |
| Continued close monitoring of progress within each planning cycle to ensure effective allocation of resources to secure and maintain improved attainment  Allocation of PSA and teacher short life interventions on specific targets | Oct 24 , Dec 24, Feb 25 |  | SLT | 2.2 FTE  SLT |
| Teachers bring assessment data to staff meetings and cluster meetings to moderate attainment | 4 PER YEAR |  | SLT , all staff | Collegiate Moderation sessions 24-25  Clister Moderation Activities 24-25 |
| Close analysis of data to determine themes and specific areas for improvement. This will be led by PTs | 4 PER YEAR |  | SLT , all staff | SLT time  Collegiate session 1.5 hrs |
| Specific focus on improving attainment in writing with specific benchmark focus. Sharing good practice at staff meetings and sharing PSA support across different stages |  |  | SLT , all staff | Moderation sessions, WAGOLL of writing practice derived in 2024 consistent through school in classroom observations  Consistent Assessment materials provided to all stages  Cluster moderation |
| Developmental Milestones Phase 1  Staff familiarisation, SLT monitoring and evealuating of staff practice | Dec 24  May 25 |  | SLT | Staff time, collegiate and training. |
| Continue to develop a SEAL strand per 12 week block  Review nursery home learning through focus group evaluation with parents, learning opportunities, parent-child co-learning opportunities within the premises.Home Learning bags to be developed | April 25 |  | Maths Focus Group  EAL  Parents | Printing costs and staff time |

**PEF used to support closing the gap:** Pupil Support Assistants will undertake targeted interventions as directed by CTs and SfL team:

* PEF PT UPGRADE - £ 6373
* Pupil Support costs £43, 910 2.2 FTE
* 1FTE teacher to support interventions £58,331 **(scale POINT 2– maximum cost)**

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|  | Numeracy | | | | Talking and Listening | | | | Writing | | | | Reading | | | |
| Stage | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 |
| Pr1 | 68 | 80 | 80 | 76 | 63 | 88 | 89 | 84 | 64 | 80 | 73 | 70 | 64 | 75 | 71 | 70 |
| Pr4 | 53 | 55 | 66 | 58 | 45 | 70 | 79 | 88 | 43 | 45 | 61 | 56 | 53 | 64 | 66 | 67 |
| Pr7 | 39 | 55 | 75 | 76 | 29 | 57 | 79 | 78 | 29 | 43 | 73 | 53 | 41 | 48 | 76 | 69 |

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| **Priority 2**  Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  School Improvement  Choose an item.  Choose an item. | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  Choose an item. | **UNCRC**  Article 3 (Best interests of the child):  Article 23 (Children with disabilities): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| In the school a minority of learners present with additional support needs and, of this group, a proportion of this group need to support to regulate their behaviour on a regular basis. Typically 20% of the school roll benefit from specific interventions  In May 24 we were assessed and awarded for an Attachment and Trauma Sensitive Schools Bronze Award. This award recognises the work done across the school and nursery to support all learners with emotions and to ensure staff have an informed understanding of the importance of sensitive support for learners. The Inclusion Zone, under the leadership of its PT, successfully supports targeted HWB interventions. Currently approximately 20% of the school roll access this service on a weekly basis. The service user numbers are monitored weekly and can vary as it is needs led. This supports readiness to learn. The children who are supported change and more require support. For this reason we will continue with this PEF funded intervention. |
| **Outcome** |
| By March 25 identified learners in the school and nursery will have improved their ability to self or co-regulate. (baseline and targets for individual pupils to be agreed) |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Boxall data shows improvements in wellbeing and positivity to be in school and learn. * Leuven Scale wellbeing scales indicate improvements in regulation trackers, minutes of meeting in the nursery, Chill Zone usage is reduced. * Behaviour trackers indicate reduction in incidents of dysregulation. * Reduction in number of pupils accessing the Inclusion Zone to regulate * Attendance of targeted pupils will be above 90%. |
| ​**If PEF spend is supporting – how much and what?** |
| Additional Pupil Support Assistant allocation in Inclusion Zone £19958 1 FTE  Additional Pupil Support costs to enable single, significant adult per class £43910 2.2 FTE |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review number of pupils accessing nurture support each week  Continue to monitor Inclusion Zone access and cross reference with choice checks | Weekly  On-going |  | **Nurture Teacher**  **All staff - contributors** | PEF FUNDING  PT Upgrade + 1 FTE PSA |
| Ensure staff awareness of attachment and trauma is maintained | Refresher and review (May 25) |  | SLT | Staff Collegiate time. 1.5 hrs |
| Continue to offer effective, targeted interventions to support children experiencing trauma, attachment issues, dysregulation and emotional issues | Review Nov 24  May 25 |  | SLT | As above  PT enhancement  Nurture provision training  PSA Deployment 1.0FTE |

**Pupil Equity Fund costs for Priorities 1 and 2**

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| --- | --- | --- | --- |
| **Cost item** | **Estimated cost** | **notes** | **SIP Priority** |
| **1 FTE Teacher** | **58,331** | **(POINT 2 )**  **inc 6% Pay uplift** | **Priority 1** |
| **PT Point 1 Upgrade** | **6371** | **Inc 6% uplift** | **Priority 2** |
| **Pupil Support Asst. 3.2 fte** | **63, 868** | **inc 5% Pay uplift** | **Priority 1 (2.2 FTE PSA £43910)**  **Priority 2 (1.0 PSA £19,958)** |
|  |  |  |  |
| **Total maximum** |  |  |  |
|  | | | |
| **Total PEF / Total est spend** | **Unspent** |  |  |
| **140880 / 128,572** | **12,308** |  |  |
| **Assumptions: top of scale teacher, 6% teachers’ pay rise, 5% rise for non teaching staff** | | | |

**POTENTIAL PEF LINES for previously allocated ( need to employ top of scale teacher contingency) funds**

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| --- | --- | --- | --- |
| **Cost area** | **cost** | **focus** | **Priority** |
| **PT point 1 upgrade per day** | **1,275 / day plus any backfill** | **Attendance and curriculum responsibilities** | **1, 2** |
| **Cultural capital** | **Potentially** |  |  |
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| **Priority 3**  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  School Improvement  Assessment of children's progress  Choose an item. | **HGIOS/ELC QIs**  1.3 Leadership of change  2.3 Learning, teaching and assessment  Choose an item. | **UNCRC**  Article 3 (Best interests of the child):  Article 23 (Children with disabilities): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Developing play pedagogy has been part of Inverclyde Council’s educational priorities for many years now. Currently at P1 and P2, the literacy and numeracy curriculum are taught through more traditional pedagogical approaches. More learners however are demonstrating that their stage of development requires a greater level of play, in which to involve them in their learning and help them make sense of new concepts. Pupils are requiring this to help them to regulate and several pupils are showing that developmentally they are struggling with more traditional approaches. Aileymill has been assigned a ‘Play Associate’ who can assist us to develop play pedagogy, play based planning and more suitable provocations. The majority of pupils transfer to P1 from our Nursery, where play based learning is fully evident and we will improve their transition with a more consistent approach to play. |
| **Outcome** |
| By May 2025, P1 and P2 classes will be play based in their learning. Pupils will have access to carefully planned provocations and both indoor and outdoor spaces will be used effectively to deliver play based learning. |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * P1 and P2 classes will be designed more in line with a play based approach. There will not be a designated desk and chair for each pupil and more space will be given over to different play areas. * Outdoor spaces will be set up for play based learning experiences. Staff ill use these spaces daily for planned activities. * Teachers will be able to confidently discuss their new planning and explain how they assess the pupils’ progress. * Infant teachers and nursery staff will plan collaboratively to meet the needs of pupils who are not expected to achieve early level by June. |
| ​**If PEF spend is supporting – how much and what?** |
| PEF used to backfill supply cover for teacher training, visits to other establishments and time in the nursery. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| SLT and P1 and P2 staff to work and plan with plan associate Lauren O’Hagan | Monthly  On-going |  | SMT  P1 and P2 staff  Play Associate (L O’H) | PEF to fund supply cover |
| Inventory or play resources for indoor and outdoor play with orders for any new resources needed | Term 2 |  | SMT  P1 and P2 staff | PEF spend on play resources (£2500) |
| Redesign of classrooms, playroom and outdoor classrooms | Term 2/3 |  | SMT  P1 and P2 staff  Nursery staff |  |
| Revise planning format and assessment tools and approaches | Term 3 |  | SMT  P1 and P2 staff  Nursery staff |  |

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| **Priority 4: Inverclyde Racial Literacy**  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Teacher professionalism  Choose an item.  Choose an item. | **HGIOS/ELC QIs**  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 2 (Non-discrimination): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| The demographic of our school has changed in the last few years due to an increased number of ethnic minority children through the refugee programmes and pupil transfers from other schools. While they have settled well in our school and nursery it is important that we ensure that our school operates in a way that shows the highest level of welcome and understanding of cultural differences, consistent with school commitment to equality and inclusion.  Same learners impacted by poverty. To do this work we need our learners to be at the heart of this and lead this work. For this reason will be engage with the young leaders of learning programme. The learners will create their own plan and implement this plan. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| * By June 25 most learners from different ethnic backgrounds will see themselves in the curriculum and celebrate culture differences. * By June 2025 all children in the school and nursery will have increased their knowledge of and use the appropriate language with regards to racism. * At all times pupils will feel valued through their involvement in the school and nursery decision making process. * The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery. * Sub group of pupil parliament will be established and lead the development of a plan with measurable outcomes. |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Pre and post survey from focus group.  Pupil plan will indicate the measure. This will be drawn up by pupils. |
| ​**If PEF spend is supporting – how much and what?** |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| SR to undertake available courses and or professional reading |  |  | **SR** | Training  ES website |
| Create a young leaders of learning group to lead on racial literacy plan to follow. Plan to include pupil lead staff training and family learning session |  |  | SR, Partner school | 2 hrs In Service 2 collegiate sessions  PEF spend for resources |

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| **Priority 5**  Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Choose an item. | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability  2.6 Transitions  Choose an item. | **UNCRC**  Choose an item.  Article 12 (Respect for the views of the child):  Article 13 (Freedom of expression): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Our cluster priority focusses on skills for learning, life and work with the aim of developing a shared progression framework and through engagement with the ‘I can’ statement from Developing the Young Workforce Career Education Standards, to foster a standard skills based language across the cluster. This aim is in line with our aspirations to prepare our children for the rapidly developing landscape of the world of work. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By June 2025, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys. * By June 2025 all children will have experienced an increase in access to digital resources to support their learning. * By June 2025, children from P4 – 7 classes will show an increasing understanding of cyber resilience and internet safety and this will be evident in increased safety in their online usage. * By June 2025, all pupil leadership groups will be able to use the ‘I can’ language to discuss the importance their groups play in the journey to the world of work. | |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? | |
| * P7 pupils will demonstrate an increased capacity to engage in meaningful discussion about their skills development with their cluster peers. * Through observation children will demonstrate a variety of leadership skills through increased participation and responsibility for tasks at class, whole school, cluster, and nursery level, throughout the school year 24/25. Tracked by class teacher. * Pupils will be able to recognise and understand their skills in practice in all aspects of their school life. * Pupil leadership groups will details an increased focus on their journey towards the world of work. | |
| ​**If PEF spend is supporting – how much and what?** | |
|  | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Continue to develop leadership through the Young Leaders of Learning programme and create new action plan to drive development throughout the year. | Aug ’24 – Jun ‘25 |  | DHT  Pupil Parliament group |  |
| * Further develop learner participation using How Good is OUR School with senior pupils. | Aug ’24 – Jun ‘25 |  | SMT | Documentation |
| * Further develop children’s digital skills through increased participation in a wide range of digital tools to support learning. | Aug ’24 – Jun ‘25 |  | Digital Leads  Class Teacher | Digital tools and apps |
| **Cluster**   * Pupil leaders for all schools in the cluster will meet in October 2024 with a responsibility for developing aspects of Racial Literacy and The Promise , providing further opportunities for skills development in meaningful and relevant contexts. | Aug ’24 – Jun ‘25 |  | Cluster colleagues  Identified children from each cluster school |  |
| **Nursery**   * Self-evaluation of our digital resources will support the development of digital skills in our children. New resources will be identified and purchased to support children’s learning. | Aug ’24 – Jun ‘25 |  | Nursery staff |  |