Education – Improvement Planning Document 2023-24

St John’s Primary School & Nursery Class

 Academy

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

Signatures:

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| Head of Establishment | Martin Craig | Date | June 23 |

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| Quality Improvement Officer | Adam Stephenson | Date | August 23 |

Our Vision, Values and Aims

**Vision**:

Learning and growing together through faith, hard work and love, to go safely on our way.

**Values**:

 Respect, Ambition, Love, Patience, Honesty

**Aims**:

Together we will:

* Respect each other, all faiths and the world around us.
* Provide opportunities to develop pupils’ personalities, talents and physical abilities in a variety of settings allowing them to reach their fullest potential in nursery, school and the wider Community.
* Create a caring and happy environment where we can develop our God given talents.
* Demonstrate patience and understanding to all in a supportive way.
* Establish an ethos of honesty in our words and actions.

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 2023-2024

 Session 2024-2025

 Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2022-2023 | Session 2023-2024 | Session 2024-2025 |
| Improvements in attainment, particularly in literacy and numeracy | * Play pedagogy embedded in Primary 1.
* Play pedagogy introduced in Primary 2.
* Elements of Play across all stages.
 | * Play pedagogy embedded in Primary 2.
* Play pedagogy introduced in Primary 3.
* Elements of Play developed further across all stages.
 | * Play pedagogy embedded in Primary 3.
* Play pedagogy introduced in Primary 4.
* Play strategy created.
 |
| Closing the attainment gap between the most and least disadvantaged children | * Targeted interventions in literacy and numeracy
* Increased parental engagement
* Resources for home learning.
* Families Connect in Early Years.
 | * Increased Parental Involvement in learning (reading)
* Families Connect/Family Learning extended.
 | * Increased Parental Involvement
* Family learning
 |
| Improvement in children and young people's health and wellbeing | * Wellbeing toolkit (nurture teacher).
* Whole school nurture investigation.
* Resilience training for pupils, staff and parents.
 | * Development of Whole School Nurture Policy and Strategy.
* Develop on resilience and readiness to learn.
 | * Development of outdoor learning.
 |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Laudato Si Schools
* Digital technologies
* World of Work
 | * Continuation of Laudato Si
* Digital involvement in reading developments
 | * Continuation of Laudato Si
* Digital technologies
* 1+2
 |
| Placing the human rights and needs of every child and young person at the centre of education  | * Sustaining Gold accreditation for RRS.
* Pupil Voice Groups.
 | * Developing Global Goals across the Nursery and School.
 | * Children’s rights across school and community
* Curriculum rationale refresh
 |

*Stakeholder’s views*

How were stakeholders views collected?

Pupils were consulted on school improvement throughout the year in several ways. Groups of up to 6 pupils per class were identified randomly during our Quality Assurance week at 3 separate times throughout the year. During these meetings, pupils brought evidence of their learning with them to discuss with a member of SLT. They also engaged in a discussion around Learning, Teaching and Assessment to determine areas of strength and development, aiming to achieve consistency throughout each year group. Pupils also discussed next steps in their learning and what they need to be successful.

In Nursery, children were consulted on a range of topics including developments of outdoors areas, development of block areas and visits outside the nursery. Children, along with their families, were asked about what they enjoyed about nursery, what was going well and what they would improve upon.

All children, families, staff and community members were consulted on the Vision and Values of our establishment, helping to solidify the vision and values. All pupils and staff also contributed to the development of the “St John’s Star Standard”, a set of expectations for life in St John’s including, but not limited to, a typical day, a typical play session and planning expectations. Pupils worked collaboratively to update our “Learning Powers” to include example questions to reflect upon the use of these powers.

Families were also consulted on school and nursery improvement throughout the year by a series of Microsoft Form questionnaires. These questionnaires sought to find out information from all perspectives. Questions centred around what was going well within the school, what processes and procedures should be kept, what needs to improve, what we should start doing and what we should stop doing. These questionnaires have helped shape our future planning.

Staff have been involved in various forms of sharing their views through regular data meetings, whole staff meetings and individual Microsoft Forms questionnaires. Staff also engaged in reflective discussions centred around 2.3 and 3.2 of HGIOS?4 to inform our planning.

**How was PEF spend consulted on?**

PEF spending is reflective of all the information gathered throughout the year from all stakeholders. Information gathered has allowed us to plan ahead for maximum school and nursery improvement based on current views. Elements of participatory budgeting also allowed for more autonomy within the community including proposed spending on outdoor play resources.

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people |
| **NIF Driver** Assessment of children's progressSchool Improvement | HGIOS/ELC QIs 2.3 Learning, teaching and assessment3.2 Securing Children's Progress 3.2 Raising attainment and achievement | **UNCRC**Article 28: (Right to education):Article 29 (Goals of education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Writing attainment across the nursery and school has increased year on year and currently outperforms all comparator schools. However, writing remains our lowest attaining area of the curriculum and so intervention is required. Although the poverty related attainment gap continues to close in this area, 16.8% in 2020/21, it remains our biggest gap at 10.7% in 2022/23, with some stages having a significantly bigger gap than others (P7, P6 and P2). Class Teachers have indicated that they would like to focus on their delivery of writing lessons to improve outcomes for learners. Reading attainment across the nursery and school has also increased year on year and currently outperforms all comparator schools. However, there is a significant PRAG in Primary 2 of 35.7% which needs addressed. It is worth noting, there are only 30 children in this year group and 3 of them have no assigned SIMD rating therefore this figure may be inaccurate. Attendance has improved in Session 22/23 but still sits behind pre-Covid Levels. When analysing data, it is clear there is a direct link between poor attendance and the poverty related attainment gap, meaning closer scrutiny is needed. **Nursery**There is a growing body of evidence surrounding the impact COVID has had on children's speech, language and communication skills and, so, intervention is needed to ensure pupils in the Nursery have the foundations for effective talking and listening. This is an authority wide initiative.Data from last year shows there was a gap in children's to subitise in numeracy. We hope that by the end of the year we can increase the amount of children who can recognise numerals 0-10 from most to almost all and the amount of children who can subitise to 6 from a few to the majority.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| School 1. By June 2024, the Poverty Related Attainment Gap in writing will decrease by 2.7% across the school from 10.7% to 8% for a targeted group of learners.
2. By June 2024, Writing attainment will exceed 86% across the school and nursery.
3. By June 2024, the PRAG in reading for P2 will reduce by 6.7% from 35.7% to 29%
4. By June 2024, average attendance will increase from 91.6% to 94%

Nursery1. By June 2024, a targeted group of N4 and N5 children will improve their speech, language and communication skills by engaging with the “I Can” Toolkit.
2. By June 2024, almost all N5 children will recognise and name numerals from 0-10 and the majority will identify ‘how many?’ up to 6 without having to count (subitising)
 |
| ​**If PEF spend is supporting – how much and what?**  |
| 1. **1 PSA to support interventions across school (£17,500).**
2. **0.4FTE Teacher to support interventions across school (£26,000)**
 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Writing training for all staff across the year.
 | Aug 23- June 23 |  | PT of Literacy – Jennifer McGachyAll Staff  | * Training Powerpoint
* Inverclyde Key Principles for Writing booklet
* North Lanarkshire Writing
 |
| * Review current teaching of writing and reading across school and nursery using St John’s Star Standard to ensure consistency, progression and confidence.
 | By September 23 |  | All Staff | * Writing benchmarks
* North Lanarkshire Writing
* Writing assessments
* Reading Benchmarks
 |
| * Identification of those pupils in SIMD1+2 who are behind expectation in writing.
 | By September 23 |  | PT of Literacy | * Data Dashboard
* Writing assessments
 |
| * Delivery of team teaching and Coaching/Modelling of writing
 | Ongoing |  | PT of Literacy | * In class support
* Support timetable
 |
| * Second Level teachers to moderate writing with cluster colleagues to ensure consistency of assessment.
 | By November 23 |  | Second Level Teachers | * Cluster moderation
* Assessment samples of behind, on track and beyond pupils
 |
| * Staff follow rigorous timetable targeting those children behind expectation in writing.
 | Ongoing |  | All staff | * Intervention paperwork
 |
| * Regular check ins to analyse progress.
 | Ongoing |  | SLT | * GIRFEC Meetings
* Collegiate meetings to focus on moderation of writing across the establishment
 |
| * Creation of “Wow” wall for writing
 | Ongoing |  | All staff | * Dedicated space for sharing writing
 |
| * Pre and post reciprocal reading assessments for P3-7
 | August 2023 and May 2024 |  | P3-7 staff | * Reciprocal Teaching assessments
 |
| * Explicit teaching of reciprocal strategies, metacognition strategies and reading comprehension strategies built into Literacy timetable.
 | Ongoing |  | P3-7 StaffPT of Literacy  | * Reciprocal Strategies.
 |
| * Identification of targeted group of SIMD 1-2 learners for reading intervention.
 | By September 23 |  | SLTSupport for Learning TeacherPSA | * Whole school reading screening
* Catch Up Literacy
* Decodable readers
* Planning for invention groups
 |
| * Targeted intervention for identified pupils in Catch Up Literacy
 | Ongoing |  | Support for Learning TeacherPSAs | * Catch Up Literacy
 |
| * Improvements in attendance procedures and attendance data
 | By June 24 |  | SLTEd Psych – Tayrn MoirClerical – Lesley Gallacher | * Attendance Committee meetings
* SEEMIS
* Audit of systems for attendance
 |
| * Engage with colleagues across West Partnership to share good practice in raising attendance
 | Term 2 |  | DHT | * Working collaboratively to engage in “Attendance and Engagement in Schools Collaborative Action Research Programme”
 |
| * Nursery Depute to take part in I Can Toolkit Workshops delivered by Speech and Language Therapy
 | By June 2023 |  | * Donna, Nursery Depute
* Paula, SALT
* Yvonne Gallagher, Early Years Manager
 | * I Can Toolkit
 |
| * Nursery depute to deliver initial introduction to the I Can Toolkit to all EYECOs in August In-Service
 | By August 2023 |  | * Donna, Nursery Depute
* All EYECOS
 | * I Can Toolkit
* I Can Power Point provided by SALT
 |
| * Nursery Depute to meet with Paula from SALT to plan how the toolkit will be rolled out in the nursery
 | By September 2023 |  | * Donna, Nursery Depute
* Paula, SALT
 | * I Can Toolkit
 |
| * Paula from SALT to deliver Twilight Training sessions for all nursery staff on how to use toolkit
 | By October 2023 |  | * Paula, SALT
* Nursery Depute and all EYECOS
 | * I Can Toolkit
 |
| * A target group of N4 and N5 children to be identified and baseline of speech, language and communication skills to be taken.
 | By November 2023 |  | * Paula, SALT
* Nursery Depute
* Key Workers
 | * Trackers from I Can Toolkit
 |
| * Target group of children to engage in “I Can” activities appropriate to their stage of development each week.
 | Ongoing until May 2024 |  | * Key Workers
 | * Activity cards from toolkit
 |
| * Information to be shared to parents on how to support children’s speech, language and communication skills Through Nursery Newsletters, Home Learning Ideas and Stay and Play sessions.
 | By April 2024 |  | * Nursery Depute
 | * Parental handouts and information from toolkit
 |
| * Assessment of speech, language and communication skills to be carried out for target group of children to determine progress made.
 | By May 2024 |  | * Paula, SALT
* Nursery Depute
* Key Workers
 | * Trackers from I Can Toolkit
 |
| * All EYECOs to take part in training from the National Counting Series (Education Scotland) on “Subitising”
 | By October 2023 |  | * Nursery Depute
* All EYECOS
* Recorded training session from Maria Docherty and Yvonne Sommerville from Education Scotland
 | * National Counting Series Padlet
* [National Counting Series (padlet.com)](https://padlet.com/mariadocherty/national-counting-series-21udt2qka3obsvul)
 |
| * Staff to complete the takeaway tasks from this session to improve the frequency and quality of subitising interactions, experiences and spaces on offer, inside and out.
 | By December 2023 |  | * Nursery Depute
* All EYECOs
 | * “Subitising” Takeaway Grid
 |
| * All EYECOs to take part in training from the National Counting Series (Education Scotland) on “Beyond Counting”
 | By January 2024 |  | * Nursery Depute
* All EYECOS
* Recorded training session from Maria Docherty and Yvonne Sommerville from Education Scotland
 | * National Counting Series Padlet
* [National Counting Series (padlet.com)](https://padlet.com/mariadocherty/national-counting-series-21udt2qka3obsvul)
 |
| * Staff to complete the takeaway tasks from this session to improve the frequency and quality of numeral interactions, experiences and spaces on offer, inside and out.
 | By March 2024 |  | * Nursery Depute
* All EYECOs
 | * “Beyond Counting” Takeaway Grid
 |
| * Staff will complete a “Primary 1 Transition Record” for all N5 children which will indicate who can subitise up to 6 and recognise numerals from 0-10.
 | By May 2023 |  | * Key Workers
 | * Inverclyde ELC to P1 Transition Records
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| **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? |
| * PRAG will decrease – this will be tracked closely at each data drop to ensure we are on track to reach or exceed our target.
* Inverclyde Writing Assessments and in house/cluster moderation will ensure consistency and increased confidence in TPJs.
* Planning meetings, stage meetings and data meetings will all focus on writing development against the benchmarks and St John’s Star Standard to ensure pupils are making appropriate progress.
* Written pieces of work from children will show progress and children will be able to confidently speak about this progress.
* Pre and post reading assessments will show an increase in understanding of reciprocal approaches and reading comprehension strategies positively impacting attainment in reading.
* Targeted pupils identified through assessment will take part in interventions to improve reading attainment based on assessment results.
* Regular attendance meetings with new attendance committee will ensure closer scrutiny of attendance trends ensuring we are better positioned to offer support for families earlier to increase attendance resulting in better wellbeing and attainment.
* Nursery practitioners will have increased confidence to identify children in need of intervention, plan for them and deliver the intervention.
* N4 and N5 children will engage in “I can” sessions and will progress in line with the aims of the resource.
* We will do this by accessing training from Ed Scotland and using the takeaway grids from this to improve the quality of the interactions, experiences and spaces on offer in numeracy.
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| **Priority 2** Improvement in children and young people's health and wellbeing-Placing the human rights and needs of every child and young person at the centre of education.  |
| **NIF Driver** School ImprovementAssessment of children's progress | HGIOS/ELC QIs 2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's Progress | **UNCRC**Article 31 (Leisure, play and culture):Article 29 (Goals of education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Staff and pupil feedback from the development of play in Primary 1, and its implementation into Primary 2, has been very positive. Children’s needs are being met in class by experienced class teachers and PSAs, supported by the Nurture Teacher where appropriate. For Primary 1, we continue to experience similar levels of attainment across L&T, Reading, Writing and Numeracy, results that are higher than pre-play pedagogy on the whole. For Primary 2, we have maintained attainment levels across Literacy and Numeracy despite changes in pupil numbers. All evaluations show that our approach to play, and its evolution, have been received well by pupils, staff and parents. We will take tentative steps to increase opportunities for play into Primary 3, being mindful of the needs analysis of the children. We will continue to ensure continuity of approach at Primary 1 and Primary 2. Working with other schools, we will develop our outdoor learning and loose parts offer so that all stages can build upon good practice and develop their approaches to outdoor learning and playful experiences. **Nursery**In Nursery, session 2023/24 will bring 24 new children that have not attended our nursery before. Staff will ensure the curriculum meets their needs and ensure they, and their families, are involved in their learning. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **School**1. By June 2024, all Primary 1 and Primary 2 pupils will access a play based curriculum leading to improved readiness to learn.
2. By June 2024, all Primary 3 pupils will access a hybrid curriculum including play pedagogy and other research based pedagogies leading to improved well-being and attainment.
3. By June 2024, all pupils will regularly experience playful experiences including outdoor learning/loose parts, impacting on wellbeing and attainment.

**Nursery**1. By June 2024, all N4 and N5 pupils will benefit from playful experiences both indoors and outdoors following a needs analysis of new children.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| 1. **1 PSA to support development of Play across P1-P3 (£17,500).**
2. **Resources to support development of Outdoor Play across the School (£3000).**
 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Training opportunities to upskill Primary 3 teachers.
 | Ongoing |  | DHT Leanne Cannon | Inverclyde Play Strategy  |
| * Primary 3 teachers to visit other schools and authorities to increase their knowledge of Play at Primary 3.
 | Ongoing |  | Lucy TierneyEmma Wilkins |  |
| * Upskilling of PSAs in p1, 2 and 3.
 | Ongoing |  | DHT Leanne CannonDHN Donna Buirds PSAs - Maureen Gemmel, Gillian Hutton, Lorna Reid and Danielle Sheekey. | Inverclyde Play StrategyRealising the AmbitionInverclyde Play Padlet |
| * Engagement with Play Associates across the year.
 | Ongoing |  | All Staff | Inverclyde Play Strategy |
| * Creation of action plan for the session.
 | By October 23 |  | All Staff | Inverclyde Play Strategy |
| * Information on Play as part of meet the teacher.
 | August 23 |  | P1-3 Teachers – Pauline Walker, Jacqueline Morris, Claire Scott, Sinead Sinclair, Emma Wilkins and Lucy Tierney | Inverclyde Play Padlet |
| * Ongoing sharing of practice with other schools to develop approaches.
 | Ongoing |  | All Staff |  |
| * Ongoing planning across Early and First Level
 | Ongoing |  | All Staff | Stage Planning timetable |
| * Regular opportunities for engagement with educational research and literature.
 | Ongoing |  | All Staff |  |
| * SLT to engage with colleagues in Kilmacolm Primary and Nursery Class on joint Loose Parts plan.
 | By October 23 |  | SLT |  |
| * Outdoor learning opportunities taking place weekly for Primary 1 and 2 Children.
 | From August 23 |  | Primary 1 and 2 staff  |  |
| * Analysis of needs for all N4 and N5 children.
 | From August, October and November 23 |  | Nursery Staff | * “All about me”
 |
| * Experiences, interactions and spaces will reflect the children’s interests and allow for progression of skills.
 | Ongoing |  | Nursery Staff | * Planning
* Realising the Ambition
 |
| * Increased opportunities to plan across the Early Level
 | Ongoing |  | Nursery and P1 staff | * Es and Os and curriculum overviews.
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| **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? |
| **School*** Through pre and post staff questionnaires staff confidence will increase for the staff involved in delivering and supporting play in Primary 3 leading to quality learning experiences for pupils, impacting wellbeing and attainment.
* Through GIRFEC and data meetings, staff will report an increase in the number of pupils that are ready to engage in learning at their level in N4-P3.
* Termly tracking meetings with staff will indicate progress for all learners against the benchmarks.
* Staff planning will clearly show play experiences and targets for improvement leading to better outcomes for pupils.
* Parental attendance at Stay and Play sessions will be more than 50% for all N4, N5, P1 and P2 pupils.
* Increase in collaborative planning at Early Level leading to more meaningful experiences for children.
* Classroom observations (formal and informal) will show an increase in quality play pedagogy impacting positively on pupil experience.
* Most learners at N4-P3 will make expected progress in literacy and numeracy.
* Establishment of systems to allow for daily outdoor play for P1-P2 pupils, with P3-P7 pupils benefiting from regular outdoor play positively impacting on wellbeing.
* Pupil feedback in questionnaires will indicate positive feedback in relation to experiences and recognition of skills/learning powers developed.

**Nursery** * Staff will provide education to a new cohort following children’s interests and needs.
* Children’s interests will be reflected in the experiences on offer.
* Increased planning across early level will ensure children have a depth of coverage across the early level.
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| **Priority 3** Improvement in children and young people's health and wellbeing-Placing the human rights and needs of every child and young person at the centre of education |
| **NIF Driver** Parental engagementSchool leadershipSchool Improvement | HGIOS/ELC QIs 2.1 Safeguarding and child protection2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| As an establishment and cluster, we recognise that many of our families have experience of trauma and this can affect their daily lives, how they engage in education and their expected outcomes. Many conversations with families over session 2022/23 have shown us that it is imperative that we better understand the position of our families and work collaboratively to create an inclusive, trauma informed environment where all can succeed with the support necessary. Learning within an inclusive, trauma informed establishment will ensure children have the best possible chances in an environment that recognises and supports the needs of all. Staff will feel confident to signpost pupils and families to the correct support services, meeting their needs. Delivering projects such as Roots of Empathy will support children to continue to develop pro-social skills and become more empathic.To ensure consistency across our establishment and the whole authority, it is necessary to embed a rigorous approach to single agency planning.**Nursery**Feedback from learning visits has indicated that the nursery is lacking in a calm/cosy space. Due to space limitation indoors, it was agreed that a suitable space could be identified outdoors to create a "Zen Den" where children can go to regulate feel calm/quiet/cosy. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, all staff will be trauma aware following an audit of knowledge and subsequent training, impacting positively upon learners’ experiences.
2. By March 2024, all families will have the opportunity to engage in trauma informed information sessions to increase their knowledge and understanding of trauma which will allow them to support their children.
3. By June 2024, all Primary 7 pupils will increase their understanding of brain development, including emotions such as empathy, by engaging in Roots of Empathy sessions.
4. By October 2023, the new Single Agency Meeting procedures will be implemented across the establishment for any child who needs this.

**Nursery** 1. By June 2024, all children will have access to a calm/quiet area to regulate their emotions (Zen Den)
 |
| ​**If PEF spend is supporting – how much and what?**  |
| 1. **Roots of Empathy training - £1800**
 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Staff to audit establishment against Bronze Trauma Framework (Dr J Nock)
 | August 23 |  | All Staff | * Nock Consultancy Audit tool
 |
| * SLT to undertake STILT training.
 | By September 23 |  | SLT | * STILT Training
 |
| * Staff to undertake NHS Scotland e-modules on Trauma informed practices.
 | By December 23 |  | All Staff | * Trauma Training
 |
| * Staff to work closely with Dr T Moir, developing understanding of trauma and its links to the nurturing principles.
 | Ongoing |  | All Staff | * In-service training based on audit
 |
| * Work closely with cluster to identify shared goals in raising awareness of trauma.
 | Term 1 |  | HTs of cluster to co-ordinate | * In-service training based on audit
 |
| * Cluster community event including information sessions, speakers and workshops aimed at all parents.
 | By January 24 |  | Cluster | * Based on Audit
* Joint Campus
 |
| * Glasgow wellbeing Tool used to identify needs analysis of learners across the establishment.
 | August 23 and May 24 |  | All staff | * Glasgow Wellbeing and Motivational Profile
 |
| * Interventions planned for based on needs analysis of pupils.
 | August 23 and May 24 |  | All staff | * Glasgow Wellbeing and Motivational Profile
* Intervention planners
 |
| * DHT to be trained to become Roots of Empathy teacher
 | Ongoing |  | DHT Leanne Cannon | * Roots of Empathy Training
 |
| * Primary 7 to undergo Roots of Empathy sessions in 2023/24.
 | Ongoing |  | DHT Leanne Cannon P3 pupils and staff | * Roots of Empathy resources
 |
| * PT to undertake LIAM training.
 | Ongoing |  | PT Jennifer McGachy | * LIAM Training
 |
| * Identification of pupils who would benefit from LIAM.
 | Ongoing  |  | PT Jennifer McGachy | * LIAM resources
 |
| * Implementation of authority-wide paperwork for Single Agency Meetings
 | By October 24 |  | DHT Leanne Cannon | * Authority processes
 |
| * Application for Tesco Community Grant to be submitted
 | By October 2023 |  | * Donna, Nursery Depute
* Leanne, DHT
* Tamara Hedderwick, Community Enabler, Tesco
 | * Application Form
 |
| * Suitable place in outdoor area to be agreed for new “Zen Den” structure. Any ground work to be prepared.
 | By December 2023 |  | * Martin, HT
* All nursery staff
* Mr McKee, Janitor
* Tony Lawson, Property Services
 | * Resources dependant on needs of the agreed area
 |
| * Structure & suitable resources (cushions, rugs, fairy lights, mirrors, emotional regulation visuals) to be sourced. (varying choices dependent on amount of grant- £500, £1000 or £1500)
 | By February 2024 |  | * Donna, Nursery Depute
* All nursery staff
 | * Early Years Catalogues
 |
| * Funding to be agreed from Tesco Community Grant and orders placed.
 | By April 2024 |  | * Donna, Nursery Depute
* Tamara Hedderwick, Community Enabler, Tesco
* Gillian, Nursery Clerical
* Pamela Fulton, Business Support Officer
 | * Order forms
 |
| * Structure to be built and decorated to create a calm/quiet “Zen Den” outside.
 | By June 2024 |  | * All nursery staff
* Mr McKee, Janitor
 | * Resources purchased with grant
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| **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? |
| * Through the Glasgow Wellbeing and Motivational Profile questionnaires, pupils will indicate an increased knowledge and understanding of their own wellbeing and how this plays a part in our growth and development as individuals.
* The Glasgow Wellbeing and Motivational Profile data will also correlate with Teacher data to ensure we have a more holistic overview of the needs of our children.
* Through CLPL and collaborative Professional planning across the cluster, staff will be able to use their knowledge of trauma to inform their planning, their relationships and their engagement with both pupils and their families to ensure experiences at school and nursery are appropriate.
* Children will have a better understanding on trauma and how this can shape their understanding of the world around them.
* Primary 7 pupils will be able to follow the Roots of Empathy programme, developing key emotions. This training will have longevity with an in house trained member of staff ensuring future cohorts will be able to develop empathy and other prosocial skills.
* Through parent attendance at planned community cluster events and questionnaires, there will be an increase in understanding of trauma and its effect on our community.
* Having a trained LIAM practitioner in house will allow pupils to access this resource when necessary to ensure anxiety does not become a barrier to their learning.
* Children in nursery will have access to a recognised area to allow for co-regulation and regulation in a calm environment.
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| **Priority 4:** Improvement in children and young people's health and wellbeing- |
| **NIF Driver** School leadershipAssessment of children's progressPerformance information | HGIOS/ELC QIs 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**Article 2 (Non-discrimination):Article 29 (Goals of education): **Developing in Faith**Developing as a community of faith and learning |

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| **Rationale for change based self- evaluation including data and stakeholder views**  |
| In the session 2022-2023, we worked as a whole establishment community to refresh our Vision and Values. We also agreed a shared set of expectations, the “St John’s Star Standard”. As a result of this refresh, we will focus our approach to developing our curriculum. The Community of St John’s continues to diversify therefore it is important that we enhance inclusion and challenge discrimination to promote a culture of equality and diversity. It is important that our children can see themselves in our curriculum and have a sense of belonging. Pupils, staff and the wider community have the knowledge, skills, awareness and confidence to talk about diversity in our community.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, a Diversity Committee will be established to improve racial dialogue and promote anti-racism throughout the establishment.
2. By June 2024, St John’s Star Standard will develop to include universal strategies to ensure progression of all children to promote a culture of equality.
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| ​**If PEF spend is supporting – how much and what?**  |
| N/A |
| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| Appoint a Diversity Committee and create a plan of action | October 23 |  | Diversity CommitteeSLT | Education Scotland Anti-Racism resources |
| Building Racial Literacy training | June 24 |  | Leanne Cannon DHT | BRL course |
| Professional learning opportunities for all staff members throughout the year to develop racial dialogue, racial terminology and promote anti-racism.  | June 24 |  | SLTTeachersPSAsJanitor |  |
| Diversity committee to become anti-racist educators and share a common language about race with the whole school.  | June 24 |  | Diversity Committee |  |
| Classroom audit of environment to ensure all children have a sense of belonging within their classroom/playroom.  | February 24 |  | TeachersSLT |  |
| Source, buy and distribute texts by diverse authors (featuring characters of colour, religion and disabilities) to increase representation of diversity in class libraries. | December 24 |  | All Classes | Various sources |
| Whole school establishment collegiate events to create universal strategies to support learners with additional support needs including dyslexia, ASD & ADHD.  | February 24 |  | SLTTeachersNursery StaffPSAs |  |
| Consultation with parents/carers to ensure their opinions and thoughts are represented in our ‘Universal Strategies’ document.  | April 24 |  | SLTParents/Carers |  |
| Consultation with pupils with additional support needs to ensure their opinions and thoughts are represented in our ‘Universal Strategies’ document.  | April 24 |  | SLTASN Pupils |  |
| Celebrating diversity at assembly through focussed assemblies on additional support needs including, but not limited to, dyslexia, ASD & ADHD.  | June 24 |  | SLT |  |
| Whole school interdisciplinary learning on ‘the brain’ and how we learn.  | June 24 |  | All Classes  |  |
| **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? |
| * Increased confidence of staff when teaching about racial diversity
* Common language will be used throughout the school when discussing race.
* Increased confidence of staff when dealing with racist incidents
* Children report greater understanding of anti-racism and racial diversity
* Children will report that they see themselves in the curriculum.
* Children with an ASN will benefit from universal strategies shared across the environment and will be able to access learning and teaching with confidence.
* All children will have a better awareness of additional support needs and how their peers are supported.
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| **Cost of the school day PEF support**  |
| * £4025 for residential experiences for 51 P6 and P7 pupils who reside in SIMD 1+2.
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| Total PEF spend to support developments  |
| * 2 x PSAs - £35,000
* 1 x 0.4FTE Teacher - £26,000
* Play Resources - £3000
* Roots of Empathy Training - £1800
* Residential Trips SIMD 1+2 - £4025.

Total - £69,895.  |