Education – Improvement Planning Document 2023-24

**St Patrick’s Primary School**

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 | Kirsteen Doherty | Date | 15th September 2023 |

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| Education Officer | Alison McLellan | Date | 26th September 2023 |

Our Vision, Values and Aims

**Our Vision**

In St Patrick’s we strive to provide a secure, happy, caring school in which children are nurtured and enabled to achieve their full potential through effective learning and teaching experiences of the highest quality.

**Our Motto**

Our motto is inspired by our Patron Saint, St Patrick; ***Christ be beside me in all I say, all I do and all I am.***

**Our Values**

Members of St Patrick’s Primary School community have **Kindness** at the heart of all we do, and are guided by the 3 **R**s; **Respect**, **Rights** and **Responsibility**; and the 2 **A**s; we are **Ambitious** to **Achieve**.

**Our Aims**

* To foster an open, welcoming and caring school in which all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
* To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
* To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
* To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
* To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting the communities in which they live.
* To develop as a community of faith, promoting Gospel values and respecting the dignity of all God’s children.

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 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | * High quality learning and teaching – Literacy & Numeracy focus * Reading – culture, fluency and comprehension * Improved attendance * Single Agency Planning | * High quality learning and teaching – enhance metacognition | * High quality learning and teaching |
| Closing the attainment gap between the most and least disadvantaged children | * Differentiation in Literacy & Numeracy * Improved attendance * Effective targeted interventions * Improved parental engagement | * Attendance * Effective targeted interventions * Parental engagement | * Attendance * Effective targeted interventions * Parental engagement |
| Improvement in children and young people's health and wellbeing | * Positive relationships * Trauma Informed Practice * Pupil voice * Developing as a community of faith and learning | * Serving the common good * Review Vision, Values and Aims * Trauma Informed Practice | * Play Pedagogy and Playful Approaches * Trauma Informed Practice |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Young Leaders of Learning * Laudato Si’ * Global Goals * Play Pedagogy (P2) | * Young Leaders of Learning * Laudato Si’ * Cyber resilience * Play Pedagogy | * Young Leaders of Learning * Laudato Si’ * Digital Literacy * Play Pedagogy |
| Placing the human rights and needs of every child and young person at the centre of education | * Building Racial Literacy * Rights Respecting Schools – Level 2 Accreditation * HGIOurS?: Theme 4: Our Health & Wellbeing | * Anti-racism education * HGIOurS?: Theme 2: Our Learning and Teaching | * HGIOurS?: Theme 5: Our Successes and Achievements |

Stakeholder’s views

**How were stakeholders’ views collected?**

Pupils – Pupil Council meetings, Glasgow Health & Wellbeing Survey, TAC Meeting contributions, H&WB Assessments, Pupil Focus Groups, Learning Conversations

Staff – Staff Collegiate Meetings, Progress Meetings

Parents – Parent Council meetings, Surveys, Newsletter feedback Form

Partners – meetings to review contributions and progress

**How was PEF spend consulted on?**

Pupils – Pupil Council meetings, Pupil Focus Groups

Staff – Staff Meetings

Parents – Parent Council meetings

Plan –Session 2023-2024

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| **School Priority 1: Learning, Teaching and Assessment**  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress  Parental engagement | **HGIOS QIs**  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  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** |
| Attainment overall has declined: Listening and Talking has decreased by 4% since last year to 91%; Reading has decreased by 6% from last year to 79%; Writing has decreased by 9% since last year to 73%, and; Numeracy has decreased by 4% to 80%. This is the lowest attainment figures since CfE levels have been recorded. Our attainment is the lowest in the comparator Family Group and against the Inverclyde average. Interventions were not implemented as planned for a variety of reasons, and this has contributed to lower attainment. Observations of learning show that in the majority of classes, teachers are adjusting learning and teaching to take account of social, emotional and behavioural needs in the class, thus impacting practice and attainment. Feedback from children during Pupil Focus Groups shows less certainty around the language of learning and less confidence in children demonstrating that they are assessment-capable learners, as well as an increase in low-level but disruptive behaviours in the majority of classes. This has also been evident in discussion with, and feedback from, parents in identified classes, and in discussions with staff. Although the biggest decrease has been in Writing, the overall decline, coupled with self-evaluation indicates that a review of practice in learning, teaching and assessment across literacy and numeracy is necessary to ensure improved experiences for pupils leading to improved attainment. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, attainment in Literacy and Numeracy across the school will have increased: by 2% in Listening & Talking to 93%; by 4% in Reading to 83%; by 6% in Writing to 79%, and: by 5% in Numeracy to 85%. 2. By June 2024, most children (75%-90%) who are Behind Expectation, will make a year’s progress for a year’s teaching. 3. By June 2024, identified children will have improved effort from baseline (7% will increase grade by 1). 4. By June 2024, identified children will have improved behaviour from baseline (5% will increase grade by 1). 5. By December 2023, almost all learners (91-99%) will be able to talk about their progress in Literacy and/or Numeracy during Learning Observations and/or in Pupil Focus Groups. 6. By June 2024, overall whole school attendance will increase to 94%. | |
| ​**If PEF spend is supporting – how much and what?** | |
| * Teacher (1.0) to release Acting PT to model and coach high quality first learning and teaching in Literacy and Numeracy and to lead on Accelerated Reader programme - £52,000 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved / responsible – including partners** | **Resources and staff development** |
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| **Effective Learning, Teaching & Assessment**   * New Forward Planning format for all curricular areas and a focus on 4 Contexts for Learning * Acting PT to work alongside Class Teachers to plan for and implement high quality first learning and teaching in Literacy and Numeracy. * Acting PT to work alongside Class Teachers to plan for and implement differentiated learning in Reading. * Staff collegiate sessions to recap practice and protocols for assessment. * Progress Meetings and GIRFEC Progress Meetings ongoing * Review of formative assessment – assessment-capable learners: feedback and metacognition – responsive teaching * Review of summative assessment – responsive planning * Review how we celebrate achievement and attainment in classes and as a school | Aug 23-introduce  Jun 24 – evaluate & adapt  Daily from Aug 23 – ongoing  Daily from Aug 23 – Dec 23  Aug 23  Sep/Oct, Jan/Feb, May  Aug, Nov/Dec, Mar/Apr  Aug 23 and ongoing  Aug 23 and ongoing  Term 3 |  | * Michelle O’Neill (Acting PT) (Lead) * All Teaching Staff | * New Forward Planning format and training * CMOs * Differentiation Training * Collegiate sessions * Assessment Trackers * TPJs – SEEMiS Progress & Achievement * Dashboard * CLPL – evidence-based approaches eg The Science of Reading, SEAL and Number Talks to enhance metacognition. |
| **Reading – Culture, Fluency and Comprehension**   * Staff Training on Accelerated Reader * Library organisation * Parental Workshop * Children to complete assessments prior to beginning Accelerated Reader * Develop sustained daily reading time (20 minutes daily) * Develop assessment in Reading   + P3-P7 – DIBELS (words correct per minute), Microsoft Reading Progress in Teams (fluency - miscue analysis) * Gain Reading Schools Bronze Award | Aug 23  Sep 23  Nov 23  Oct 23  Oct 23 – Dec 23  May 24 |  | * Michelle O’Neill (Acting PT) (Lead) * All Teaching Staff * Parents * Accelerated Reader Trainers | * Accelerated Reader training * Laptops * Library refresh – parents and PSAs * DIBELS Oral Reading Fluency * Microsoft Teams * Reading Schools Award – Scottish Book Trust |
| **Self-evaluation for Continuous Improvement – Quality Assurance**   * Staff collegiate sessions to develop more systematic Quality Assurance processes with greater staff involvement * Moderation – in-school and cluster | Aug 23 – Jun 24  Termly in school  Dates to be agreed as Cluster |  | * Kirsteen Doherty (HT) (Lead) * SLT * All Teaching Staff * Pupils | * Recap of Quality Assurance purpose and expected practices from last year * Quality Assurance Calendar |

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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?** |
| 1. Attainment data in June 2024 will show almost all learners are On Track in Listening & Talking (93%) and most learners are On Track in Reading (83%), Writing (79%) and Numeracy (85%). 2. Progress will be evident on SEEMIS Progress & Achievement in June 2024. 3. Grades in Effort will have improved by 1 score for identified children by October 2023. 4. Grades in Behaviour will have improved by 1 score for identified children by October 2023. 5. Learning conversations between pupils and SLT will indicate improvements in pupils’ use of language of learning to describe progress, targets and strategy-use. 6. SEEMIS Attendance data will show overall whole school attendance rate of at least 94%. |

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| **School Priority 2: Personalised Support**  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Parental engagement | **HGIOS QIs**  2.3 Learning, teaching and assessment  2.4 Personalised support  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education):  **Developing in Faith**  Developing as a community of faith and learning  Promoting Gospel values |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Attainment overall has declined, however, for children who could be most impacted by poverty the gap has increased further. Of the children who are Behind Expectation in Literacy and Numeracy, the majority live in SIMD 1&2 (69%-72%) or are FME (65%-68%). The attainment gap between children living in SIMD 1&2 and those living in SIMD3-10 is; 2.5% in Listening & Talking, 7.5% in Reading, 12.9% in Writing and 9.4% in Numeracy. The attainment gap between children who are FME and those who are not FME is; 8.8% in Listening & Talking, 21.6% in Reading, 29.5% in Writing and 20.2% in Numeracy. Taking cognisance of statistical limitations, the gap is still evident. Interventions were not implemented as planned for a variety of reasons, last session, and this has contributed to lower attainment. In recognition of this situation, we targeted support towards children who were most at risk of being impacted by poverty. As a result, the majority of children who were Behind Expectation and living in SIMD 1&2 or who are FME, made a year’s progress for a year’s worth of teaching (74%-77% of those living in SIMD 1&2 and 62%-71% of those who are FME). This shows that, despite the limitations to the implementation of our targeted support, our priority was to focus support most to children who could be disadvantaged by poverty. Our intervention approaches are successful and going forward we will have protected time to deliver interventions. Children living in SIMD 1&2 had increased attendance of 1.7% from previous year to 91.7%. The gap between SIMD 1&2 and SIMD 3-10 in achieving above 90% attendance was reduced by 11.8% to 14.6%. There was a significant increase in attendance of over 90% for children living in SIMD 1&2 to 68.1%, which is an increase of 33.9% on the year before. However, we still have a higher number of children from SIMD 1&2 or FME with less than 90% attendance than children who live in SIMD3-10 or are not FME. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, attainment in Literacy and Numeracy for pupils who live in SIMD 1&2 will have increased: by 2% in Listening & Talking to 94%; by 4% in Reading to 81%; by 7% in Writing to 75%, and: by 5% in Numeracy to 82%. 2. By June 2024, attainment in Literacy and Numeracy for pupils who are FME will have increased: by 3% in Listening & Talking to 90%; by 4% in Reading to 71%; by 8% in Writing to 64%, and: by 6% in Numeracy to 75%. 3. By June 2024, most children (75%-90%) who are Behind Expectation and live in SIMD 1&2 or are FME, will make a year’s progress for a year’s teaching. 4. By June 2024, attendance rate for children living in SIMD 1&2 will increase to 93%. 5. By June 2024, there will be a 6% increase in the children with FME gaining over 90% attendance. | |
| ​**If PEF spend is supporting – how much and what?** | |
| * Teacher (1.0) to release Acting PT to model effective differentiation and personal learning planning in Literacy and Numeracy and to lead on Accelerated Reader programme - £52,000 * Accelerated Reader for P4-P7 pupils (3-year subscription) - £6,641.04 * Enhancement of reading materials to support Accelerated Reader programme - £5,000 * Parental Engagement - £208.96 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved / responsible – including partners** | **Resources and staff development** |
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| **Attendance**   * Adapt bespoke measures to support identified children and families where attendance is a concern eg those below 90% by June 23 – personalised letter in August. | Aug 23 and ongoing |  | * Kirsteen Doherty (HT) (Lead) * Clerical Staff * Parents | * Attendance Matters! Leaflet * Adapt procedures as necessary |
| **Targeted Support / Interventions**   * Acting PT to work alongside Teachers to plan for and implement differentiated learning, personalised target setting and practice to support personalised target achievement in class. * More robust personal learning plans for identified children. * Co-planning and co-evaluation by staff supporting individual children. | Aug 23 and ongoing  Sep 23  Sep 23 and ongoing |  | * Michelle O’Neill (Acting PT) (Lead) * All Teaching staff * PSAs | * Differentiation Training * GIRFEC processes and paperwork * CIRCLE Framework |
| **Parental Engagement**   * Parental workshops to increase parental knowledge and understanding of learning in school and supporting learning at home ie Relationships / School Values, Anti-bullying, Play and Literacy & Numeracy | Ongoing from Sep 23 |  | * SLT (Lead) * All Teaching Staff * PSAs * Karen McPherson (Ed Psych) * CMOs * Barnardo’s * Parish Priest | * Engaging parents and families - A Toolkit for Practitioners * Parental workshops * Celebrations of Learning * Sacramental Meetings * Mass in Church |

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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?** |
| **1&2:** Attainment data will show increase in attainment, evident on SEEMIS Progress & Achievement in June 2024.   1. Progress will be evident on SEEMIS Progress & Achievement in June 2024.   **4&5**: SEEMIS Attendance data wills how increased attendance. |

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| **School Priority 3: Health & Wellbeing**  Improvement in children and young people's health and wellbeing  Improvement in skills and sustained, positive school-leaver destinations for all young people  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress | **HGIOS QIs**  1.2 Leadership of learning  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 28: (Right to education):  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** |
| Feedback from self-evaluation indicates that relationships across the school are mainly positive, and that our school is a nurturing environment. However, it is clear that further opportunities should be sought to promote pupils’ health and wellbeing. We will continue to promote positive relationships throughout the school and focus on supporting pupils with peer relationships to avoid and manage conflict. We will develop our understanding and practice in being trauma-informed and responsive to the needs of our children. We recognise the value of increasing pupil engagement in leading learning. A focus on further developing authentic pupil voice and increased learner participation will help address the adverse impacts that covid mitigations have had on our children’s and families’ health and wellbeing. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By May 2024, identified children (68% of whom live in SIMD 1&2) will have improved effort from baseline (7% will increase grade by 1). 2. By May 2024, identified children (64% of whom live in SIMD 1&2) will have improved behaviour from baseline (5% will increase grade by 1). 3. By May 2024, targeted learners (67% of whom live in SIMD 1&2) will demonstrate increased emotional regulation and be able to apply strategies with peers independently. 4. By December 2023, almost all children (91%-99%) will be able to discuss their wellbeing using the GIRFEC Wellbeing Indicators. 5. By October 2023, Glasgow Motivation & Wellbeing Profile will show an increase in Affiliation, Agency, Autonomy and Healthy & Safe from last year. 6. By May 2024, the Young Leaders of Learning will have contributed to the ongoing self-evaluation of the school (using HGIOurS? Them 4: Our Health & Wellbeing). |
| ​**If PEF spend is supporting – how much and what?** |
| * Enhance playground experience (Participatory Budgeting – pupils) - £6,000 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Positive Relationships**   * Pupil Council will have created a survey to establish a baseline of “Our Relationships” using Wee HGIOS? Theme 1: Our Relationships features of highly effective practice. Share the results with fellow pupils, staff and parents. * Launch pupil-friendly St Patrick’s Positive Relationships Policy with children and parents. * Constant strive to live out Positive Relationships Policy – daily and ongoing * Create St Patrick’s Anti-bullying Charter | Aug 23  Aug 23 – children  Sep 23 – Parent Council  Term 2 - parents  Ongoing  Aug-Nov 23 |  | * SLT (Lead) * Pupil Council (Lead) * Gemma McLean (Lead) * All staff | * Wee HGIOS?: Theme 1: Our Relationships * Survey Results (P1-P3 – Hands Up, P4-P7 – Form) * Pupil-friendly version * Assemblies * Tracking and Monitoring Tool established (based on last year’s training from Louise Quigley)   Inverclyde’s Anti-bullying Policy |
| **Social and Emotional Wellbeing**   * SLT to engage in Scottish Trauma Informed Leaders Training. * All Teaching and Support Staff to engage in Trauma Informed training. * Refreshed use of Boxall Profile and Beyond the Boxall Profile for identified children * Focus on explicit teaching of emotional literacy and developing co-regulation strategies to lead to self-regulation. | Term 1  Term 1 and ongoing  Aug 23 and ongoing  Sep 23 and ongoing  Ongoing |  | * Juliette Duffy (Nurture Teacher) (Lead) * All Teaching Staff * All PSAs * Clerical Staff * Janitor * Karen McPherson (Ed Pscyh) | * Collegiate Time * Staff Meetings * In-service days * STILT Training for SLT * All staff basic training: NES Level 1 Trauma Informed “Sowing Seeds” animation [Sowing seeds : trauma informed practice for anyone working with children and young people | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/44110/national-trauma-training-programme/sowing-seeds-trauma-informed-practice-for-anyone-working-with-children-and-young-people) * NES Level 2 Trauma Skilled e-modules[Trauma skilled | Turas | Learn (nhs.scot)](https://learn.nes.nhs.scot/37899/national-trauma-training-programme/trauma-skilled) * 5 sessions: Keeping Trauma in Mind training delivered by Ed Psych * Use All About Me: Person-centred planning resource for individual where appropriate – Ed Psych Trainee – Sean Robinson for training * Windows of Tolerance, The Incredible 5-point Scale, Zones of Regulation |
| **Authentic Pupil Voice / Learner Participation**   * Establish Young Leaders of Learning and work closely with them to focus on leading, implementing and evaluating school improvements. * Continue work of established Pupil Voice Groups to maintain and adapt established practice in representing pupils. * Establish *Areas of Responsibility* for all senior pupils to become involved in contributing to school life or improvements. | Oct 23  Ongoing  Sep 23 -ongoing |  | * SLT (Lead) * Pupil Council * Young Leaders of Learning (Michelle O’Neill) * Mission Group (Gemma McLean – Lead) * Fr Gerry (Parish Priest) * Library Committee (Michelle O’Neill) * Rights Respecting Schools Committee (Ashley Elder – Lead) * Sports Committee (Andrea McLaren – Lead) * Digital Leaders (Sarah Clark – Lead) * JRSO (Matthew McGregor) | * Young Leaders of Learning programme * Una Nicholson (HT of Inverkip) and Alison McLellan (EO) for advice and support * HGIOurS? Theme 4: Our Health & Wellbeing * Learner Participation – Education Scotland [Learner Participation in Educational Settings (3-18) | Resources | Education Scotland](https://education.gov.scot/resources/learner-participation-in-educational-settings-3-18/) |

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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?** |
| 1. Grades in Effort will have improved by 1 score for identified children by May 2024. 2. Grades in Behaviour will have improved by 1 score for identified children by May 2024. 3. PSAs will note an improvement in need to manage peer conflicts during intervals, compared with baseline. Class teachers will note an improvement in need to manage low-level, disruptive behaviours, compared with baseline. 4. Pupil Focus Groups across the school will demonstrate children’s ability to articulate emotions and useful strategies, compared with baseline. 5. Results of Glasgow Motivation & Wellbeing Profile will show improved results in identified categories compared to last session’s. 6. Pupil voice through Young Leaders of Learning will be evident in self-evaluation processes (using HGIOurS? Theme 4: Our Health & Wellbeing). |

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| **School Priority 4: Refreshed Curriculum**  Improvement in children and young people's health and wellbeing  Improvement in skills and sustained, positive school-leaver destinations for all young people  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress | **HGIOS QIs**  1.2 Leadership of learning  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability | **UNCRC**  Article 28: (Right to education):  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** |
| Since covid, curriculum content had been narrowed to focus on recovery of Literacy, Numeracy and Health & Wellbeing. Our self-evaluation shows lack of opportunity for children to apply critical literacy, numeracy and social skills. A refreshed curriculum that is focused on linking learning, making learning more relevant to the context of the children and addressing the current needs and interests of our pupils will raise engagement in learning and promote skills development. Play Pedagogy has developed well in P1; child-initiated play is embedded alongside directed explicit learning. Opportunities for child-initiated play progressed in P2 last session, however, adaptations are required to further develop and embed play pedagogy. Our school is becoming a more diverse population with an increase in number of pupils attending who have been born in countries outside the UK. We’ve also had an increase in pupils with English as an Additional Language. Our school population is predominantly white and Catholic, and we feel that our curriculum must prepare children more for life in a more diverse society as global citizens. This is especially important for our children who live in SIMD 1&2, as 84% of our children who were born outside the UK live in areas defined as SIMD 1&2. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, all pupils will have experienced a fuller curriculum content. 2. By November 2023, all pupils will have access to diverse texts. 3. By June 2024, all pupils will have engaged in topics that promote the exploration of equalities, inclusion, sustainability and social justice. 4. By June 2024, pupils will have increased opportunities to plan and present learning to the wider school community. 5. By June 2024, almost all pupils (91%-99%) will show increased engagement in learning compared with their baseline (Leuven Scale). 6. By May 2024, all P2 pupils will be engaged in more effective child-initiated play compared with baseline. 7. By June 2024, our pupils who were born outside of Scotland, (including 84% of whom live in SIMD 1&2), will recognise themselves in the curriculum compared with baseline (baseline to be established). | |
| ​**If PEF spend is supporting – how much and what?** | |
| * Building Racial Literacy – resources, materials and workshops - £1,000 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Building Racial Literacy**   * Staff and pupils increase knowledge and understanding of racism and anti-racism education. * Develop the skills, confidence and resilience to engage in racial dialogue, challenge racism and promote racial equality. * Develop a personalised action plan to lead anti-racist change for wider school community. | Jan 24 and ongoing  Term 3 and Term 4  June 24 |  | * Kirsteen Swinney (Teacher) (Leads) * All staff * All pupils * Cluster approach | * Kirsteen Swinney to liaise with Katie de Souza in Newark Primary and engage in Education Scotland’s Building Racial Literacy training. * Cluster approach guided by AnnMarie (Head of Wellpark) for audit * [Promoting race equality and anti-racist education | Resources | National Improvement Hub](https://education.gov.scot/resources/promoting-race-equality-and-anti-racist-education/) |
| **4 Contexts for Learning**   * Re-launch Laudato Si’ – staff training refresh of Laudato Si’, refreshed commitment through whole school prayer service. * Each class to use Laudato Si’ Framework linked to Global Goals to make a pledge to be Stewards of God’s creation * Social Studies planner and Whole School Overview to be given out in August in-service day and discussed with teachers to improve IDL and pupil engagement in applying skills. * Engage in West Partnership’s collaborative action research: Primary Curriculum – The Refreshed Narrative – How Do We Do It? * Curriculum Rationale reviewed and updated. | Sep 23  Oct 23  Aug 23  Sep 23 – Nov 23 (Training)  Apr 23 (Sharing of Learning)  June 24 |  | * Michelle O’Neill, Ashley Elder & Gemma McLean (Leads) * All Teaching Staff * Rights Respecting Schools Committee * Ashley Elder & Michelle O’Neill | * Laudato Si’ presentation for staff – video by Claire Coggins * Staff meeting time * West Partnership – Primary Curriculum - The Refreshed Narrative – How do we do it? |
| **Play Pedagogy**   * Move P2 class to classroom at end of infant corridor to access breakout area with better flow * Adapt The Rainbow Room for more effective child-initiated play. Rename The Rainbow Room? * Collegiate working to embed established P1 practice progresses to P2. * Teacher training – play pedagogy. | Aug 23  Aug 23 and ongoing  Aug 23 and ongoing  Aug 23 and ongoing |  | * Sarah Clark (P2) * Liz Anderson (P1/2) * Ashley Elder (P1/2) * Juliette Duffy (Nurture) * Angela Sinclair (P1) * Play Pedagogy Associate – Inverclyde * SLT – Michelle (Lead) | * Peer support * Professional Reading eg * “Can I Go and Play Now?” by Greg Bottrill * “Play is the Way” Edited by Sue Palmer * “Interacting or Interfering?” by Julie Fisher * Lynda Keith training and materials from last 2 years * [Kym Scott play pedagogy series - Upstart](https://upstart.scot/kymscott/) |

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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?** |
| 1. Evidence of planning for a fuller curriculum will be noted in Forward Planners, during Progress Meetings and in Learning Observations. 2. Library will have an increased number of books available to classes that promote diversity and equality. 3. Evidence of planning will include learning linked to promoting equalities, inclusion, sustainability and social justice. 4. Pupils will share learning at Assemblies and during Celebrations of Learning for parents and partners. 5. Leuven Scale results will show increased engagement. 6. Learning observations of children’s experiences, learning conversations with pupils and dialogue with teachers will show more effective child-initiated play in P2. 7. Post-intervention data will show increase in feelings of inclusion. |

**PEF Budget 2023-2024 Overview of Proposed Spend Initial Budget: £80,850**

Teacher (1.0) £52,000

Accelerated Reader £6,641.04

Reading Materials to support AR £5,000

Playground Experience £6,000

Parental Engagement £208.96

Laptops for AR and Literacy & Numeracy £10,000

Building Racial Literacy £1,000