

**Education Directorate**

**Corsehill Primary School and Early Years**

**Improvement Plan**

**2024-2025**



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**Vision, Values and Aims**

Our vision is to develop a curiosity about our world and enable our children to contribute positively now and in the future.

Our aims for our children

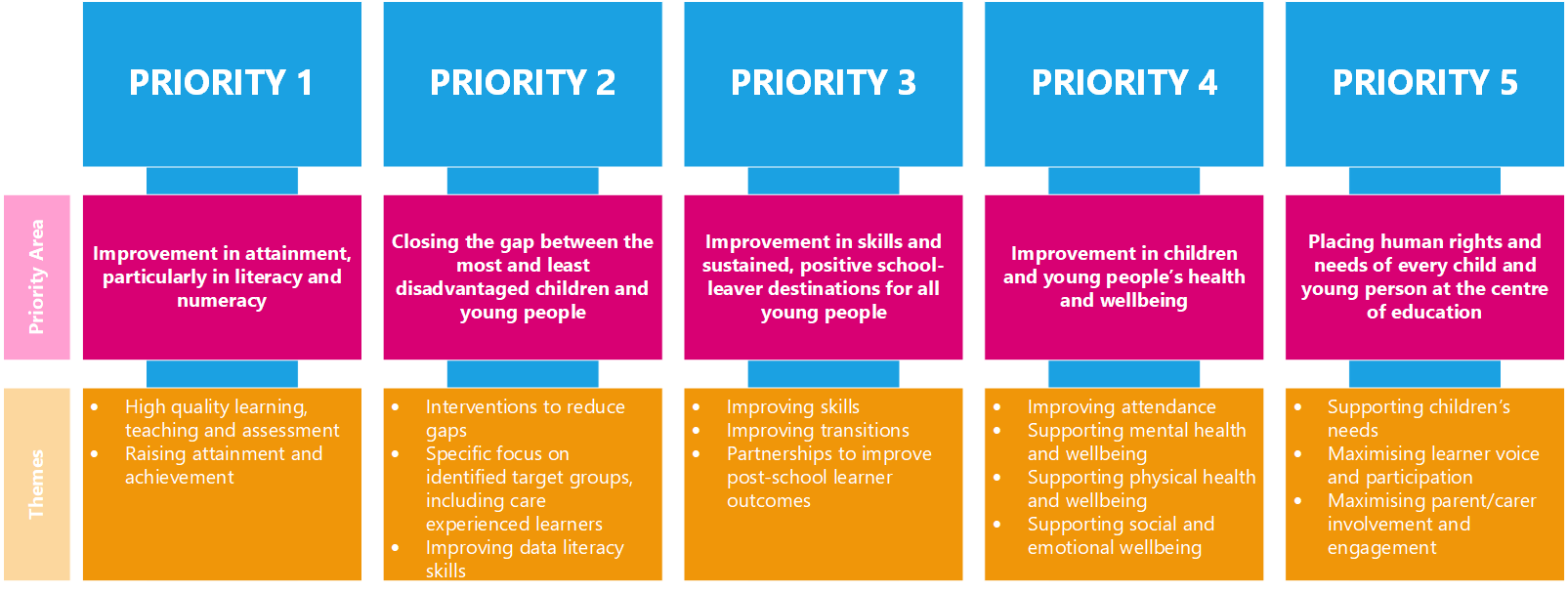
* To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
* To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
* To nurture a sense of wellbeing in our children so that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community

* To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
* To be engaged in the life of the school in order that they can contribute to school decision making and our improvement journey.
* To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  Embed consistent, high quality learning and teaching approaches across all areas of the school and early years. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Through SLT observations, staff self-evaluation and learner feedback, there has been improvement in learners’ experiences where challenge, fun and excitement are more present, SLT observations and pupil feedback has shown a lack of consistency in approaches to the learning and teaching across the school. As a result, there has been a particular dip in attainment at Primary 1 and 2 this session.  Further self-evaluation last session has shown a lack of outdoor learning and use of digital technologies which has led to the grading of 2.3 remaining at good for session 23/24.  PEF- allocation of spend towards continuing to upskill teaching staff on learning, teaching and assessment interventions through the work with Judy Pitt as well as supporting play pedagogy to improve attainment particularly in Primary 1 and 2 with support from Deirdre Grogan. Also, resources to support Outdoor Learning programme and to further develop and upskill staff with Digital Learning. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will be active participants and experience a high quality, engaging and challenging curriculum – through a variety of learning experiences. | See Kilwinning Cluster Rationale and Cluster Plan | August ’24-June’25 | * Forms survey baseline Sept ’24 on professional standards * Forms survey May ’24 to evaluate impact * Classroom observations will identify pupils are eager participants in learning * Pupil survey results will show increase in engagement and challenge of our learners |  |  |
| Learners will benefit from accelerated quality of learning and teaching by ensuring immediate and sustained changes in classroom practice. | Engaging in further work with Judy Pitt (formerly Osiris) to develop questioning and coaching for all staff.  Sessions will include:   * Effective questioning * Impact coaching – Identify, learn, improve * Coaching model that will involve professional reading, trying implementing new pedagogical ideas nd recording impact. Drawing upon previous OTI content   Primary 1 and 2 staff to be supported by Deirdre Grogan to develop:   * Creating effective environments * How young children learn * Observations * Organisation of Play * Pedagogical Leadership | Aug 24 – June 25  All teaching staff  P1 and P2 staff  Sep 24 – May 25 | * An improvement with attainment with literacy and numeracy across the whole school., in particular P1, P2, P5. * Tracking and monitoring dialogues. * Training given to all staff meets the needs of the school, leading to significant improvements in the quality of teaching. * Baseline surveys completed in August and again in May to assess teacher confidence in implementing the coaching model within their classroom. * Improved attainment within P1 & 2 in core areas – Literacy and Numeracy. Using baseline data and termly assessments. * Tracking and monitoring dialogues. * Training given to all staff meets the needs of the school, leading to significant improvements in the quality of teaching. * Baseline surveys completed in August and again in May to assess teacher confidence in implementing the coaching model within their classroom. * Complete Leuven Scale with pupils to measure engagement and the start and end of the intervention. |  | £1483 – Judy Pitt  £1500 – Deirdre Grogan |
| Learners will experience creativity in learning and teaching through increased opportunities for Outdoor Learning and Digital Learning. | * Implementation of newly developed progression planner for Outdoor Learning * Identification of key classroom assistant to support all classes in the delivery of Outdoor Learning * All classes to have at least one key session of outdoor learning per week. * Continued development of the garden to ensure participation in outdoor learning * Resourcing using grant money and PEF budget * Purchase resources to support digital literacy and upskill staff within their classrooms and a consistent whole school approach to the teaching of digital skills. | All staff in school and early years  PT/Acting DHT to lead  Aug 24 – June 25 | * Pre and post staff and pupil questionnaires about confidence and understanding of Outdoor Learning and Digital Learning. * Photographic evidence of development of garden area in school, through the use of floorbooks and Seesaw. * Timetabled session for each class with identified classroom assistant supporting this. * Development of Outdoor Learning classroom to support the teaching of Outdoor Learning before accessing the garden area. * Working towards achieving the Digital Schools Award. * Resources bought to facilitate improved Digital Learning throughout the whole school. |  |  |
| Learners will benefit from increased confidence in teaching staff interpreting and using data to improve outcomes for learners. | * Maureen Nugent to refresh teaching staff knowledge of data types, purposes and categories through training. * Training will reflect on the importance of mobilising data * Training will allow teaching staff to practice reviewing data using a Data Driven Dialogue process (using own class data ) * Teaching staff will be encouraged to focus on key questions and points - What role does data play? What do we mean by data? What is small data? * Looking at Bernhard’s 4 Categories of Data and Intersecting Measures of Data | All staff  DHT to lead  Aug 24 – June 25 | * New NAC tracking of achievement and progress to be implemented from August 2024 * Pre and post questionnaires with staff about their understanding of data and how to use this * Staff will use the results of tracking to set targets and raise attainment within their classes. With a particular focus on the P2 cohort. |  |  |
| Learners will benefit from a consistent planning approach to teaching and learning across the school. | * Implementation of new planning format and assessment across Early Years and Primary School. | Aug – June  All staff in early years and school | * Pre and post questionnaires to identify practitioner confidence in planning in early years and in school * Implementation of floorbook planning within early years * Use of new tracking system within early years supported by implementation of Seesaw * New planning format for weekly and termly plans supported by consistency guides created for literacy and numeracy last session. |  |  |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  Increase attainment in numeracy where learners show increased confidence and skills in the four operations of numeracy and real life contexts for problem solving skills. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Recent self-evaluation from our family community highlighted numeracy has changed since they were at school and lack an understanding of how to support their child with their numeracy. Tracking data demonstrated a decline in attainment in numeracy compared to last session. More detailed analysis of tracking identified a noticeable decline in P1, P2, P3 & P5 learners.  Our school self-evaluation and evidence from classroom observations revealed an inconsistent approach to the delivery of numeracy and further highlighted through the interventions from the PLA from January to March 2023.  PEF – allocation of spend towards upskilling teaching staff and classroom assistants as well as resourcing of materials to support with a focus on the four operations and problem solving. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will experience consistent high quality teaching & learning experiences in numeracy, with a focus on number sense, the four operations of numeracy and real life problem solving skills. | * Implement the whole school consistency guide for numeracy created in collaboration with the PLA. * Raising attainment teacher to target identified cohorts based on attainment over time data with a focus on numeracy. * Implement consistent approach to number talks across all stages of the primary school. * Use of Heinemann Active Maths across all stages. * Implement progression of skills for problem solving across the school. * Developing the Early Years Framework * Implementation of Deirdre Grogan strategies to develop numeracy in P1 and P2 * Creating effective environments * How young children learn * Observations * Organisation of Play * Pedagogical Leadership | HT/DHT/All Staff  Raising Attainment teacher  Numeracy Coordinator  Sept 24 – June 25  Early Years Staff/Manager | * Classroom observations * Assessment data: baselines in P2 repeated termly, SNSA and GL data in P3, P4 and P6. * Tracking and monitoring dialogues * Pre/mid/post staff evaluations where staff benchmark progress against consistency guide. * Data from Sumdog – staff’s increased confidence in interpreting data. Measured through pre and post questionnaires. * A culture that supports children’s curiosity, thinking and problem solving through NAC environment audit tool * Increased levels of children engaging in appropriate cognitively challenging activities. * Attainment across cohorts will improve with a focus on P1/2. |  |  |
| Most learners will achieve appropriate levels and make progress in numeracy with a particular focus on P2, 3, 4 and 6 cohorts. | * Staff will formatively assess learners periodically, following the assessment calendar and interpret the data to inform next steps for learners to make positive progress Enriched opportunities to apply numeracy and problem solving skills in all classrooms and learning zones. * Highly skilled differentiated experiences to meet learners’ needs. * Raising attainment teacher supporting teaching of numeracy in identified cohorts. * Targeted interventions by raising attainment teacher on individual children. * Use of assessments, data and pupil support teacher to identify barriers within numeracy and implement plan to reduce these. | Class teachers and Pupil support assistants  Class teachers  HT/DHT  Raising attainment teacher  Numeracy Coordinator  Sept 24 – June 25 | * SNSA’s * PTMs * ACEL data * Three tracking and monitoring meetings throughout the session involving staff and learners * Ongoing observations, numeracy assessments from PLA standardised assessments through GL Assessment * Consistent use of Sumdog data |  |  |
| There will be equity for all learners by ensuring differentiation and clear identification of learners’ needs through the teaching of the four operations in numeracy and problem solving. | * Clear teaching and learning approaches with a focus on upskilling staff on differentiation of numeracy * Children who experience barriers with numeracy will have resources in place to reduce and minimise these barriers. * Clear teaching and learning approaches in place to deliver the teaching of real life problem solving skills for all. | Class teachers and Pupil Support Assistants  Raising attainment teacher/Class teachers  DHT  PT  Numeracy Coordinator  Sept 24 – June 25 | Classroom monitoring, moderation and quality assurance activities will ensure:   * Appropriate resources are being used (concrete and abstract) * Evidence of consistent approaches * Conversations about learning with learners reveal improved engagement in numeracy and problem solving * Teachers plans for numeracy display consistent practice and support/challenge where required |  |  |
| Promoting positive attitudes to numeracy for families. Parental engagement and interaction in learning, particularly in numeracy, will increase learner confidence and motivation. | * Breakfast blethers with families from early years to P7 to support the teaching of numeracy, in particular the 4 operations * Use of outside agencies, for example, Multiply in Kilwinning to support families to support their children at home with numeracy * Area Inclusion Worker to support family workshops on numeracy * Develop consistent approaches to homework and consult with children and parents/carers in relation to developing a clear policy which reflects the needs of all pupils. | HT/DHT  Early Years Manager & staff  Area Inclusion Worker  Numeracy Coordinator  October 24 – June 25 | * Pre/post evaluations with families * Staff and learner voice collected through planned experiences linked to numeracy, e.g. stay 7 play with a maths/numeracy focus. * Families attending and linking with Multiply workshops and homework drop in sessions. * Engagement in numeracy homework with learners and families through Seesaw communication/engagement |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  Through a coherent and progressive programme of health and wellbeing, learners will acquire skills to live a healthy, happy life. With a focus on mental, emotional, social and physical wellbeing. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
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| **Rationale for Change**  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Staff have identified an increase in social, emotional and mental health challenges within their classrooms and within the school playground. This has been reflected in the whole staff school evaluation. Recent parental engagement has identified social and emotional issues within the community for their children.  PEF – allocation of spend towards upskilling teaching staff and classroom assistants as well as resourcing of materials to support with a focus on Social & Emotional behaviours and Mental & Sexual Health to enable a consistent approach to teaching and learning. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will experience high quality teaching and learning of health and wellbeing through the implementation of Emotion Works. | * Implement Health and Wellbeing planning and assessment procedures through the Implementation of Emotion Works. | All staff  Aug 24 – June 25 | * Pre and post questionnaires about teaching HWB in relation to new Emotion Works programme. * Staff will be able to use the data and performance information to implement improvements and ensure consistent approaches to assessment across the school. |  | **£1775** |
| Learners will become more physically active in an outdoor setting beyond their P.E lessons. Identified cohorts of P4 and P5 will participate in this initially. | * Identified cohorts will work closely with Inspire Scotland to participate in Active Play. * Teaching staff and classroom assistants will work alongside Inspire Scotland to become play leaders. * Through the programme, identified cohorts will become more physically active outdoors. | Staff from P4 and P5  DHT  Jan 25 – June 25 | Pre and post questionnaires will show:   * Children will improve their physical literacy. * Children will increase their levels of physical activity. * Key adults (play workers, teaching staff, Early Years practitioners, parents/carers, sports leaders and young volunteers) will understand the benefits of active play and develop knowledge and skills to support Active Play for the long-term. |  |  |
| Learners wellbeing will be supported across the school. | * Implement the Glasgow Motivation and Wellbeing Profile (GWMP) to monitor and track the wellbeing of pupils. | All staff  Aug 24 – June 25 | * The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) will be utilised as a tool to support monitoring and tracking of the wellbeing of learners. * Pre and post completion of the online tool will demonstrate a clear improvement in the wellbeing of the learners. |  |  |
| Learners will participate in high quality lessons about Relationships, Sexual Health and Parenthood (RSHP) | * Implement the programme of study from www.rshp.scot * Parental workshops to inform and educate families of the content of these lessons * Develop clear progression for RSHP across the school. | All staff  April 25 – June 25 | * Pre and post questionnaires for staff confidence * Pre and post questionnaires from families * Pre and post questionnaires from learners on progression of their understanding of RSHP |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Nicola Collins | | |
| **Carry forward:** | £8534 | **Total Allocation:** | £69120 | **Total:** | £77654 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Improve attainment in literacy and numeracy across all stages | Learners will have access to high quality resources in school and at home to support the delivery of the curriculum | Pay licence fees for access to software and planning/assessment resources | Aug – Jun 25  All Teaching Staff | £7000 Phonics Bug, Bug Club Active Learn, Heinemann Active Maths, Sumdog, Seesaw | * Tracking data * Tracking dialogue * GL Assessments - PTE * Bug Club Assessments * Reading Running Records * Sumdog Assessments * SNSA – P1, P4, P7 |  |
| Attainment in literacy and numeracy across all cohorts | Learners will receive individual / small group interventions to reduce barriers within literacy and numeracy | Employ Pupil Support Assistants to deliver talk boost, reading boost, number talk, 5-min box interventions | Aug – Jun 24  All Teaching Staff  PSA’s | £35366  1.7 FTE Classroom Assistant Grade 4 | * Pre and post assessments for Talk Boost and 5 Minute Box * Tracking data * Tracking dialogue * Clear planning and tracking system in place for PSA’s to sue for interventions |  |
| Improve the pedagogy for high quality learning and teaching across the school. | Learners will receive consistent approaches to teaching and learning across all stages of the primary school.  Attainment will improve for key cohorts of children, for example, P1 and P2 through the consistent delivery of play pedagogy. | Work in collaboration with outside agencies, for example, Judy Pitt from Osiris and Deirdre Grogan from Strathclyde University. | September 24 – May 25 | Approx £4000 | * Pre and post questionnaires from staff and learners * Quality assurance of teaching and learning across the school * Tracking data and dialogue |  |
| Improve the health and wellbeing of the learners through the implementation of Emotion Works. | Learners will become more emotionally literate. | Implement the Emotion Works programme across the school over a 3 year period. | October 24 – June 25 | £1775 | * Professional dialogues and discussion with pupils. * Building their resilience and confidence which will be observed by staff. * Consistent approach across the whole school. |  |
| Improve attainment in numeracy and problem solving for learners | Attainment across cohorts P2,3, 4 & 6 will increase.  Staff and pupil confidence will improve through support and guidance. | Implement new planners.  Develop consistency of learning and teaching. | August 24- June 25 | £2000 | * Attainment will rise. * Through observations, trio’s and quality assurance calendar. |  |
| Improve experiences of Outdoor Learning for all learners. | Develop a site for outdoor learning, supporting our core learning areas HWB, Literacy and Numeracy.  Resources purchased will enhance the learning and teaching opportunities of all children. | Every class will access the outdoors once a week with a dedicated Pupil Support Assistant and class teacher to facilitate this.  Purchase resources to develop a range of skills. | August 24- June 25  DHT , Class Teachers & Pupil Support Assistant | £10,000 | * Extend their knowledge and confidence when working outdoors. * Develop their team building skills. * Evidence through Floorbook assessments. * Observation & learner conversations. |  |