



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Loudoun-Montgomery Primary School & Early Years Class

Improvement Plan 2023 - 2024







Vision, Values and Aims

Values

Respect, Inclusion, Achievement

Aims

-  Everyone to encourage achievement, respect and inclusion and to share these core values within our school community
-  Everyone to promote positive partnerships between the school, parents, carers and the wider community
-  Everyone to provide a high quality education for every learner within a caring, supportive and nurturing environment.
-  Everyone to equip all learners with the skills, attitudes & expectations which are required to succeed to an ever changing society.

Vision

In partnership with our school community, our vision is to give every learner a high quality learning experience, which meets their needs in a nurturing environment, and offers them personalised support to allow them to reach their full potential.

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.



PRIORITY 1 – Improving attainment, particularly in literacy and numeracy

Strategic Objective: To raise attainment in literacy with a specific focus on writing

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

- 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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 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

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

- ACEL, SNSA and tracking & monitoring data

- Self-evaluation from staff and professional dialogue during Focus Meetings

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress?</i></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>There will be an enriched literacy environment evident across the school and playrooms with a clear focus on linking oral language, reading and writing.</p> <p>There will be a clear rationale for the school's approach to writing including whole school and class expectations which will result in consistency of practice for pupils.</p> <p>Pupils will report an increase in confidence in their writing.</p> <p>Almost all pupils will use the language of learning to articulate the skills they are using, their relevance and application to other contexts, and personal strengths and next steps in writing. They will make links and use writing skills across other areas of the curriculum.</p> <p>Staff and pupils will demonstrate an increased understanding of the reciprocal gains of reading and writing.</p> <p>Teachers will articulate an increase in confidence in the teaching of writing using the new PM Writing resource and subsequent positive impact on pupils.</p>	<p>All SMT, teachers and EYPs will participate in collegiate sessions to introduce the new PM Writing resource</p> <p>Team teaching writing lessons will allow staff to embed their learning, share knowledge and best support all learners across the school.</p> <p>Principal focus will be:</p> <ul style="list-style-type: none"> - Evaluate and enhance a literacy rich environment across the school. - Developing whole school writing consistency guide linked to new PM Writing resource. - Enriched opportunities for reading skills to support writing development and vice versa. - Determining progression in skills for effective writing. - Meeting the needs of all children through differentiation. - Focussing on significant aspects of learning to assess children's progress – planning for assessment will be key and we will evaluate and enhance current processes. 	<p>Term 1 CTs/ EYPs / DHT</p> <p>Terms 2-4 CTs/ EYPs / DHT</p>	<p>Moderation of writing will show:</p> <ul style="list-style-type: none"> - consistent approach to the teaching of writing - robust understanding of writing skills - progression of skills across the level <p>Pupil focus group from across the school will reveal an increase in confidence in approaching writing.</p> <p>Pupil focus group will:</p> <ul style="list-style-type: none"> - articulate an increase in engagement in writing lessons - share success in writing - demonstrate an understanding of the different types of writing - demonstrate the application of skills learners apply across all aspects of literacy <p>Progress and Achievement tracking system and evidence to support professional judgement will highlight improvements.</p> <p>Evaluation of impact of improvement will show:</p> <ul style="list-style-type: none"> - Teachers feeling more empowered to provide a literacy rich curriculum - Increased confidence of staff in meeting needs through 		

School/EYC Improvement Plan 2023-24

<p>Pupils will experience breadth, depth and challenge in lessons with enhanced opportunities for application.</p> <p>Almost all pupils will attain appropriate levels in writing.</p> <p>There will be equity for all be ensuring differentiation and clear identification of pupils' needs.</p>	<p>Staff will be invited to be part of a working party to support the development of our school writing framework and consistency guide.</p> <p>All staff will be involved in evaluating the impact of improvement. Staff will bring evidence of change / improvement to follow-up sessions to engage in professional evaluation of impact. All teaching staff will enhance skills in moderation of writing skills and development.</p> <p>Focus meeting dialogue will reflect the increase in confidence of pupils in applying writing skills.</p> <p>Tracking and attainment data will demonstrate an overall increase in attainment within writing.</p>	<p>Terms 1-4 CTs/ EYPs / DHT DHT</p> <p>Terms 1-2 CTs/ EYPs / DHT DHT</p> <p>Terms 3-4 CTs/ EYPs / DHT DHT</p> <p>Terms 3-4 CTs/ EYPs / DHT</p>	<p>implementation of strategies to raise attainment</p>		
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PRIORITY 2 - Closing the gap between the most and least disadvantaged children and young people

Strategic Objective: Development of play pedagogy in Primary 1

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

- 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

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

- 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

- 1.1 Nurturing care and support
- 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

- Positive improvement agenda / successes through P1 play pedagogy good practice within North Ayrshire and beyond
- Self-evaluation from teachers and professional dialogue during Focus Meetings

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Primary 1 Learners will participate in a range of child led, adult led and adult initiated activities.</p> <p>Primary 1 Learners will become more adept in play and have opportunities to build and develop skills</p> <p>Through a play based approach, Primary 1 Learners will boost their confidence, creativity, problem solving, perseverance, negotiation and conflict resolution.</p> <p>Through a play based approach, Primary 1 Learners will be able to set the pace of learning for themselves leading to an increase in attainment.</p> <p>Primary 1 Learners will have flexibility to find their own solutions to both new and existing problems.</p> <p>Almost all Primary 1 Learners will be engaged in meaningful activities, learning about themselves and others as well as developing skills in autonomy and motivation.</p>	<p>This outcome will be supported through collaborative working within the school with the PLA over terms 1 & 2 and through staff undertaking visits within the authority and beyond to observe good practice. Staff will start to embed a play ethos within the classroom.</p> <p>Staff will carry out a Learning Environment audit and make improvements to their own environment to support a play based approach.</p> <p>Staff will engage in current research on observing, tracking and assessing children's learning through play and make links with their observations and Being Me curriculum design wheel and the teaching and learning cycle.</p> <p>Staff will reflect on current good practice within the authority and will explore planning for a balanced</p>	<p>Terms 1 & 2 CTs, EYP & DHT (PLA Input)</p> <p>September CTs, EYP & DHT (PLA Input)</p> <p>October CTs, EYP & DHT (PLA Input)</p> <p>November CTs, EYP & DHT (PLA Input)</p>	<p>All staff will complete pre and post surveys issued by staff at the PLA.</p> <p>Pre and post Learning environment audit. Pupils will demonstrate engagement in play based learning. This will be measured through observations within the class and outdoor environments and evaluated within teachers planning and evaluations.</p> <p>Pre and post practitioner evaluation will demonstrate: Increased practitioner confidence in play based pedagogy; Improved practitioner confidence in planning and delivering high quality learning experiences and Improved practitioner confidence in creating an environment to support play based pedagogy</p> <p>Staff will discuss at focus meetings the impact of the play based pedagogy on the attainment and achievement of all pupils within their class.</p>		

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<p>Primary 1 Learners will be supported at home to explore play further through parent/carer workshops in school to promote play both in school and at home.</p>	<p>approach in a play-based environment.</p> <p>Staff will further develop and build on skills to provide and encourage children to participate in a range of creative outdoor learning experiences.</p> <p>Staff will create a play rationale and policy as well as a consistency guide for Play to allow for a coherent and consistent approach to play.</p>	<p>February CTs, EYP & DHT (PLA Input)</p> <p>March - April CTs, EYP & DHT</p>	<p>Evidence through the use of floor books to document the progress and learning for all.</p> <p>Engagement in parent/carer workshops.</p> <p>Play rationale & policy and a consistency guide for Play.</p>		
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PRIORITY 5 - Placing human rights and needs of the child at the centre of the education

Strategic Objective:

The school's strategic objective is to progress its Rights Respecting Schools approach across the full school community, moving from being Rights Committed (Bronze Level) and to fully embedding approaches and attaining Silver.

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**

- 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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 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**

- 2.1 **Nurturing care and support**
 - 2.2 **Children are safe and protected**
 - 2.3 Play and learning
 - 2.4 Family engagement**
- Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 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

- Positive improvement agenda / successes through Nurturing Schools and good practice within North Ayrshire and beyond
- Self-evaluation from staff and professional dialogue during Focus Meetings

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Children and the wider school community know about and understand the UN Convention on the Rights of the Child.</p> <p>In school and early years children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> <p>Relationships are positive and founded on dignity and a mutual respect for rights</p> <p>Children are safe and protected and know what to do if they need support.</p> <p>Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. Children are included and are valued as individuals.</p> <p>Children value learning and are involved in making decisions about their education.</p>	<p>Set up Steering Group</p> <p>Discuss with Steering Group their knowledge of RRS and use RRS materials to build upon this.</p> <p>Inform Staff at Collegiate Meeting and by email of participation in RSSA and provide information on CRC.</p> <p>Inform Parents, by letter, of participation in RRS.</p> <p>Create, promote and update RRS Display Board,</p> <p>RRS information (Action Plan, progress and events to be added to school website / newsletters.</p> <p>Ensure when updating school policies they reflect RRS principles.</p>	<p>Aug 2023 – PT/SEYP</p> <p>Aug 2023 onwards – PT/SEYP</p> <p>Aug 2023 onwards – PT/SEYP</p> <p>Sept 2023 – HT</p> <p>Sept 2023 onwards – HT</p> <p>Sept 2023 onwards – HT</p> <p>Sept 2023 onwards – ALL</p>	<p>Pre & Post PASS Survey data</p> <p>Pupil Focus Groups</p> <p>Focus Meetings with CTs & EYPs</p> <p>Playroom observations and classroom observations used to triangulate evidence</p> <p>Sampling of CTs' and EYP planning</p> <p>Sampling of EY observation documents</p> <p>Pupil Focus Groups</p> <p>Pupils and Parental feedback</p>		

<p>Children know that their views are taken seriously.</p> <p>All children have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Steering Group, with help from Staff, to build upon their knowledge, share and promote UNCNC and articles during weekly Steering Group Sessions.</p> <p>Co-ordinator to seek local links with other RRS schools and contact/meet staff/ visit where possible.</p> <p>RRSA posters and relevant articles are visible throughout the school, especially in prominent public areas.</p> <p>Selected Community Group Members to monitor displays around the school and link these to Children's Rights.</p> <p>Community Group, supported by SMT, Class Teachers, SS, to plan and deliver regular RRS events and Assemblies focusing on specified articles and the rights of others from around the world.</p> <p>Information Session for Parents and Carers led by Steering Group Members.</p>	<p>Sept 2023 onwards – PT/SEYP & Steering Group</p> <p>Sept 2023 onwards – PT/SEYP</p> <p>Sept 2023 onwards – PT/SEYP & Steering Group</p> <p>Sept 2023 onwards – Steering Group</p> <p>Sept 2023 onwards – Steering Group Members, SMT, Class Teachers</p> <p>Sept/Oct 2023 – PT/SEYP & Steering Group</p>			
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	<p>SMT and Staff discussion around developing effective charters. Provide Staff with RRS Guidance on developing rights based charters.</p> <p>All classes become familiar with Key Articles 12, 28 and 29 and this is reflected in class charters and their day to day learning.</p> <p>ber 2023.</p> <p>Steering Group to present to pupils at assembly about rights being unconditional and not linked to responsibilities.</p> <p>Discussions with Staff and Pupils to ensure Rights are linked directly to behaviours for learning and school values.</p> <p>June/August 2023</p> <p>Steering Group Members report back their Class Charters (with help if required).</p> <p>mber 2023.</p> <p>Rights Respecting Language Posters based on ABCDE of rights developed at Steering Group Sessions displayed across the school.</p> <p>Rights Respecting language to be modelled and used</p>	<p>Sept 2023 – ALL</p> <p>Sept 2023 – ALL</p> <p>Sept/Oct 2023 – PT/SEYP & Steering Group</p> <p>Oct 2023 – SMT & Steering</p> <p>Oct 2023 – PT & Steering Group</p> <p>Oct/Nov 2023 – PT & Steering Group</p> <p>Sept 2023 onwards – All</p>			
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School/EYC Improvement Plan 2023-24

	<p>across the school linked with values</p> <p>SMT to review Positive Relationships Policy to ensure it encapsulates RRS and informs and reflects practice.</p> <p>Class teachers will continue to involve pupils in UNCRC and make links between IDL topics and Global Goals.</p> <p>Children and their parents/carers involved in conversations related to their learning through attendance at Parent's Evening, commenting on Child's Plans (where applicable) and participation in Family Learning and Celebration of Learning sessions.</p> <p>Children's views will be sought to see which Afterschool Clubs they enjoyed and proposals for new club options given based on their feedback and availability, including option of RRS club</p> <p>Afterschool Clubs for Session 2023-24 will be offered across the school</p>	<p>Sept 2023 onwards – PT/SEYP</p> <p>Sept 2023 onwards – EYC / CT</p> <p>Sept 2023 onwards – WHOLE SCHOOL.</p> <p>Sept/Oct 2023 – PT & Steering Group</p> <p>Oct 2023 onwards – PT & Steering Group</p>			
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	<p>and allocated fairly to all pupils who wish to participate.</p> <p>RRS Steering Group to link with other groups to organise and run focused events (eg Children in Need, Fair Trade Fortnight, World Book Day, Anti-Bullying Week etc) ensuring they are linked to relevant articles of UNCRRC.</p> <p>Identify possible opportunities for Global learning and sign up for suitable UNICEF events linked to RRSA assembly calendar.</p> <p>SMT and RRS Steering Group to consult school community in order to identify a Global Project to support in the next school session and prepare collation of evidence for RSS Silver Award</p>	<p>Oct 2023 onwards – PT & Steering Group</p> <p>Nov 2023 onwards – PT</p> <p>March 2024 onwards – PT / SEYP & Steering Group</p>			
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PRIORITY 4 – Improvement in children and young people’s health and wellbeing
PRIORITY 5 – Placing human rights and needs of every child and young person at the centre of education

Strategic Objective: To enhance positive relationships with families and engage them in the life of Early Years.

Highlight your KEY drivers for this improvement priority

<p>Service Priorities</p> <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in children & young people’s health & wellbeing Placing human rights & needs of every child & young person at the centre of education 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff <i>(practitioners)</i> 1.5 Management of resources to promote equity</p>	<p>HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i></p> <ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships 	<ol style="list-style-type: none"> Ensuring wellbeing equality and inclusion Raising attainment & achievement <i>(Securing children’s progress)</i> Increasing creativity and employability <i>(Developing creativity and skills for life and learning)</i>
<p>NIF Drivers of Improvement</p> <ol style="list-style-type: none"> School & ELC Leadership Teaching & Practitioner Professionalism Parent/carer involvement & engagement Curriculum & Assessment School & ELC Improvement Performance Information 	<ol style="list-style-type: none"> Nurturing care and support Children are safe and protected Play and learning Family engagement Effective transitions 	<p>Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i></p> <ol style="list-style-type: none"> Quality of the session for care, play and learning Children’s experience high quality facilities 	<ol style="list-style-type: none"> Quality assurance and improvement are led well Leadership of play and learning Leadership and management of staff and resources <ol style="list-style-type: none"> Staff skills, knowledge and values Staff recruitment Staff deployment

Rationale for Change

- Positive improvement agenda / research / successes through Family Engagement good practice
- Milestone Data
- Self-evaluation from staff and professional dialogue during Focus Meetings

PRIORITY 4 & 5: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Through PEEP and <i>Stay</i> sessions Parents will have an understanding of how to provide valuable play and learning opportunities, follow strategies that children are experiencing within the Early Years, which will then impact positively on the progression of their child.</p> <p>Parents and children will feel included in the life of the Early Years.</p> <p>Through PPP & PEEP sessions parents will develop increased knowledge and confidence in supporting their child at their developmental stage.</p> <p>To promote and celebrate the work of our Early Years we will include postings to our Twitter account to share experiences, ideas, events, inspiration, information and environment.</p>	<p>Consistently deliver a programme of workshops to parents such as PEEP and Triple P.</p> <p>Staff will use own expertise and knowledge to deliver workshop opportunities for parent and carers.</p> <p>Weekly family learning opportunities focusing a variety of topics and experiences delivered by practitioners. Eg. STEAM and LfS, Numeracy / Language and communication experiences.</p> <p>Parents and carers will be asked to regularly provide feedback on the experiences and workshops within the Early Years via evaluations / Question of the Month.</p>	<p>Weekly parent/carer groups introduced starting in Term 1 – rolling on throughout the year.</p> <p>EEL / trained staff</p>	<p>Workshops, events and other parental opportunities to engage in the life of Early Years will be evaluated from parental feedback.</p> <p>Parental engagement will be extended through an open invite to respond to monthly <i>Question of the Month</i> through MSForms and playroom comment boxes.</p> <p>Floorbooks will document and evidence parental involvement experiences and opportunities provides.</p> <p>Improved community links and positive profile of the Early Years within the community – linking in with The Fullarton Hub.</p> <p>Parental engagement/responses to new online learning journal (replacing Seesaw Journal) will be monitored to measure level of engagement (views) and...</p>		

	<p>Knowledge of individual circumstances and family life will enable practitioners to identify parent/carers who would benefit from particular family learning opportunities and workshops.</p> <p>Parents will be invited to a Pre-admission visit (PAV) and create a care plan with the key worker.</p> <p>Opportunities for stay and play sessions in the playroom and outdoors throughout the year.</p> <p>Tailored workshops to suit the needs of children and their families.</p> <p>Parents will play a key role in our improvement journey, with views, vision and voices included and respected.</p> <p>Use of Question of the Month (QoM) and self-evaluation opportunities to support process.</p>	<p>EYP's to do PAV Stay and Play Calendar – monthly to start October once children settled in.</p> <p>Surveys/ QoM Starting Sept.</p>	<p>...contributions (responses and uploads).</p>		
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	<p>Online Learning Journal's (LJ) roll out to support EY's - Home link and engage parent/ carers in their child's learning.</p> <p>All practitioners will be involved in self-evaluation opportunities to monitor the effectiveness of our approach and identify areas of further development.</p> <p>The Early Years leadership team will review parental opportunities and plan a continuation of Parental Groups throughout the year.</p> <p>The Early Years Leadership will explore opportunities of the wider community and raise the profile of the setting to support a community role out of PEEP.</p>	<p>Parent/ Staff use of LJ to record learning experiences Starting September</p> <p>All Staff / Termly</p> <p>Term 1 - 4 EYM/SEYP/EEL</p> <p>Term 1 - 4 EYM/SEYP/EEL</p>			
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NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

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

PEF contact - HT or DHT with responsibility for the plan:		Paul Bleakley - HT	
Carry forward:	-£4104	Total Allocation:	+£72,275
		Total:	£68,171

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?
Class Teacher to support delivery of Reading Recovery to identified Primary 2 pupils to raise attainment in reading.	Raised attainment in Reading.	Provision of fully trained Reading Recovery Teacher.	Full PEF Year Reading Recovery Teacher (DHT Lead)	£34,000	Pre & Post Reading Recovery Assessment Data	
Class Teacher and Classroom Assistant to maintain school's Nurture Provision.	Improved social and emotional behaviour of pupils to support their engagement in learning and peer relationships.	Provision of fully trained Nurture Teacher and Classroom Assistant.	Full PEF Year Nurture Teacher & Classroom Assistant (HT Lead)	£24,000	Pre & Post Reading Boxall Assessment Data	
Early Years Practitioner to enhance the Learning & Teaching of primary pupils at Early Level, particularly in literacy and numeracy.	Raised attainment in Listen & Talking, Reading, Writing & Numeracy.	Provision of fully trained Early Years Practitioner.	Full PEF Year Early Years Practitioner (HT Lead)	£10,000	Pre & Post Attainment Data – EY Milestone Data & ACEL Data (GL / SNSA Data & CT Professional Judgement)	