



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Directorate**

# **Loudoun-Montgomery Primary School & Early Years Class**

**Improvement Plan**

**2024 - 2025**







### 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 and achievement** – Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant to each establishment’s unique context

**Strategic Objective:** Meeting children’s needs through a growing a sense cluster community in the development of true partnership working founded on respect, inclusion and achievement that will sustain collaboration across cluster schools for many years to come.

**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**

Reflection across Irvine Royal Cluster and in individual schools, with stakeholders, has revealed:

- Inconsistent learner participation and engagement in learning experiences across cluster schools
- Teaching staff have identified cluster collaboration and moderation as a key focus on enhancing curriculum delivery to meet pupil needs

We will work together to develop and refine our curriculum, ensuring that they are aligned with national standards and best practices. This will involve sharing resources, expertise, and moderation to ensure consistency and quality across our schools.

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

### PRIORITY 1: 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?</i>	<i>How do we know that the experiences &amp; 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>Learners will be active participants and experience a high quality engaging and challenging curriculum, through a variety of learning experiences.</p>	<p>All staff will participate in CLPL and Moderation activities with cluster colleagues throughout the session. There will be a particular focus on meeting children's needs, growing a sense of cluster community in order to develop true partnership working founded on respect, inclusion and achievement that will sustain collaboration across cluster schools for many years to come.</p> <p>Colleagues will work together to develop and refine curriculum delivery, ensuring alignment with national standards and best practices. This will involve sharing resources, expertise and moderation to ensure consistency and quality across our cluster schools.</p> <p>Commitment to ongoing professional learning and development for our teaching and support staff. The cluster will provide opportunities for all staff to share best practices,</p>	<p>Cluster Collaboratives:</p> <p><b>Term 1</b> 23<sup>rd</sup> Sept '24 @ Irvine Royal</p> <p>3<sup>rd</sup> October '24 @ Montgomerie Park PS</p> <p><b>Term 2</b> 26<sup>th</sup> Nov '24 @ Irvine Royal Academy</p> <p><b>Term 3</b> 16<sup>th</sup> Jan '24 Annick PS</p> <p>27<sup>th</sup> March '25 @ Loudoun-Montgomery PS</p> <p><b>Term 3</b> 8<sup>th</sup> May '25 @ Castlepark PS</p> <p>Cluster HTs</p>	<p>Pre &amp; Post staff questionnaires will identify improvements across key themes of engagement and challenge</p> <p>Classroom observations will identify pupils who are engaged and eager participants in learning</p> <p>Our curriculum will be engaging and relevant</p>		

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

	<p>participate in collaborative days - workshops and training sessions – and engage in peer to peer support.</p> <p>Regular evaluation of the effectiveness of our collaborative engagements, using data and feedback to inform decision-making processes. This will enable us to collectively identify successes and areas for development</p>				
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**PRIORITY 2 - Closing the gap between the most and least disadvantaged children and young people**  
**PRIORITY 4 – Improving children’s health & wellbeing**

**Strategic Objective:** Ensure our staff have a clear understanding of whole school nurturing approaches and apply nurture principles through promoting positive relationships.

**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 | 3.1 Ensuring wellbeing, equality and inclusion   |
| 2.2 Curriculum                      | 3.2 Raising attainment & achievement (Securing children’s progress)                                  |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning) |
| 2.4 Personalised Support            |  |
| 2.5 Family Learning                 |  |
| 2.6 Transitions                     |  |
| 2.7 Partnerships                    |  |

**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*

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|--|--|--|
| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well   | 4.1 Staff skills, knowledge and values |
| 2.2 Children’s experience high quality facilities      | 3.2 Leadership of play and learning                  | 4.2 Staff recruitment                  |
|  | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment                   |

**Rationale for Change**

We have a wide range of needs within the school and an increasing number of learners who have experienced many challenges within their home and community settings. Our staff has changed since we last visited Nurturing Approaches and there is a need for consistent understanding and approach across the school to implementation of the Nurture Principles. North Ayrshire Council identified a need for schools to refresh and update their practices and formed a working party to support this delivery. School’s Head Teacher and Depute Head Teacher were part of the Authority’s Whole School Nurture Working Party last session focussed on updating materials and Train the Trainer resources in order to delivery the roll out across the authority this session.

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<b>PRIORITY 1: Action Plan</b>					
<b>Pupil Outcomes</b>	<b>Implementation Plan</b>	<b>Timescales/ Responsibility</b>	<b>Measurement of Impact</b>	<b>Analysis &amp; Evaluation of Progress</b>	<b>Cost (PEF)</b>
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?	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 £
<p>Learners will feel safe and secure. They will develop positive relationships with peers and key staff. They will be able to fully access the curriculum and be supported to reach their potential.</p>	<p>All sessions will be delivered as part of In Service Training Days as well as pre-determined CAT nights over the course of the 2024 – 2025 session</p> <p>Presentation overview of delivery of new Whole School Nurture this session. Issue of Pre Self-Evaluation Questionnaire</p> <p>Session 1 - Nurturing North Ayrshire Introductory Module, focussing on: Is Nurture needed in Scottish schools?; What skills and qualities does a child think are important for One Good Adult to have?</p> <p>Session 2 - An Introduction to Psychological Theories underpinning a Nurturing Approach, focussing on: Attachment, Secure Attachment, Insecure Attachment &amp; Attunement.</p>	<p><b>Term 1</b> 19 Aug '24 INSET DHT / Former Nurture Teacher</p> <p>23 Sept '24 INSET - PM DHT / Former Nurture Teacher</p> <p><b>Term 2</b> 30 Oct '24 Collegiate DHT / Former Nurture Teacher</p>	<p>Pre &amp; Post Self-Evaluation Questionnaire</p> <p>Pre &amp; Post Whole School Nurture Benchmarking too</p> <p>Pre &amp; Post PASS surveys will identify improvements across key themes of feeling safe and supported</p> <p>Classroom observations will identify pupils are engaged, secure and happy participants in learning</p>		



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>Session 3 - An Introduction to Psychological Theories underpinning a Nurturing Approach, focussing on: Stress, Trauma and Brain Development.</p> <p>Session 4 - Practical Application and Evaluation of the Six Principles of Nurture; Exploring the nurture principles; Linking the principles to North Ayrshire's Benchmarks; Considering the practical application of each principle within our establishment.</p> <p>Two principles focus on: Children's learning is understood developmentally; The environment offers a safe base; How do we apply this to the LMPS context?</p> <p>Session 5 - Practical Application and Evaluation of the Six Principles of Nurture; Explore the nurture principles; Link the principles to North Ayrshire's Benchmarks; Consider the practical application of each principle.</p> <p>Two principles focus on: Nurture is important for the development of wellbeing; Language is a vital means of communication</p>	<p>26 Nov '24 INSET – PM DHT / Former Nurture Teacher</p> <p>4 Dec '24 Collegiate DHT / Former Nurture Teacher</p> <p><b>Term 3</b></p> <p>22 Jan '25 Collegiate DHT / Former Nurture Teacher</p>			
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## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>Session 6</p> <p>Practical Application and Evaluation of the Six Principles of Nurture; Explore the nurture principles; Link the principles to North Ayrshire's Benchmarks; Consider the practical application of each principle</p> <p>Two principles focus on: All behaviour is communication; The importance of transitions in children's lives</p> <p>Issue of Post Self-Evaluation Questionnaire</p>	<p>18 Feb '25 INSET – PM DHT / Former Nurture Teacher</p>			
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# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

**PRIORITY 1 – Improvement in attainment particularly in literacy**  
**PRIORITY 2 - Closing the gap between the most and least disadvantaged children and young people**

**Strategic Objective:** Extend Reading Recovery approaches to provide a whole class literacy intervention, supporting learners to lay strong foundations in literacy and raise attainment and to give schools additional tools to measure the effectiveness of interventions.

### Highlight your KEY drivers for this improvement priority

#### Service Priorities

- 6. Improvement in attainment, particularly in literacy and numeracy
- 7. Closing the attainment gap between the most and least disadvantaged children and young people
- 8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
- 9. Improvement in children & young people's health & wellbeing
- 10. 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

- 7. School & ELC Leadership
- 8. Teaching & Practitioner Professionalism
- 9. Parent/carer involvement & engagement
- 10. Curriculum & Assessment
- 11. School & ELC Improvement
- 12. Performance Information

- 1.6 Nurturing care and support
- 1.7 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 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

Conclusion of focussed Reading Recovery across the authority and within the school after many years of providing positive impact. Sustaining valued Reading Recovery approaches/benefits and extending good practice beyond the core delivery stage of P2.

### 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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £18,00</i>
<p>Pupils from across P1-3 will receive targeted instruction from a class teacher, literacy intervention teacher, and classroom assistant.</p> <p>Pupils will be reading a new book every 1-3 days that is within their instructional reading level.</p> <p>Pupils will become independent and engaged readers through guided reading lessons that include a word study, strategy, and comprehension focus.</p> <p>Pupils will be revisiting books during familiar reading sessions that they are able to read at 95% accuracy or above to develop fluency and comprehension.</p> <p>Pupils will receive explicit and systematic phonics instruction that is linked to their level of reading, and will apply their learning in bespoke word study tasks.</p> <p>At the earliest stages pupils will acquire skills in mapping sounds to letters. For children further along in their literacy learning this will include learning spelling patterns and the sounds that they represent.</p>	<p>DHT and intervention teacher will meet with PT Lead to finalise classes who will receive the targeted support.</p> <p>19<sup>th</sup> &amp; 20<sup>th</sup> Aug – Intervention teacher will receive training in the assessments used to assess, track, and measure progress.</p> <p>During the first two weeks of Term 1 the intervention specialist will assess the class/children who are to receive the intervention.</p> <p>Thereafter the intervention teacher will attend fortnightly training during terms 1 &amp; term 2, focussing on phonics &amp; word study, reading, and writing as part of a whole class literacy session– encompassing the essential elements highlighted in international guidance,</p>	<p>June 2024 - Intervention teacher identified. School notify PT Lead so they can be added to the PLA list of schools signed up.</p> <p>19<sup>th</sup> &amp; 20<sup>th</sup> Aug – Intervention teacher to attend PLA (room/venue for 19<sup>th</sup> Aug tbc!)</p> <p>Term 1 21<sup>st</sup> Aug – 4<sup>th</sup> Sep Intervention teacher to carry out assessments</p> <p>Term 1 &amp; Term 2 Intervention teacher to attend PLA fortnightly Lead PT to carry out visits to teaching to support</p>	<p>The intervention teacher will carry out pre- and post- assessments to capture data. Results will be shared with PT Lead and DHT</p> <p>P1 – POLAR resource P2 – OSELA P3 – Running Record, Retell, Dictated sentence, BAS3 (tbc)</p> <p>Electronic book graphs will be used to track progress in reading. This will help teachers respond quickly when children are not able to move beyond an area of difficulty.</p> <p>The intervention teacher will take running records out with the lesson time to ensure children are reading at their instructional reading level. To make this manageable, randomised assessments can be used so that a sample of children from various groups are tracked and monitored.</p> <p>The intervention teacher will share progress and next steps with class teacher.</p>	<p>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</p>	<p><b>Literacy Intervention Teacher</b></p> <p>Blank A4 writing jotters</p> <p>Magnetic boards</p> <p>Magnetic letters</p> <p>Table-top magnetic board for teacher modelling</p> <p>Picture cards to support sound sorting activities (cost of colour photocopy &amp; card)</p> <p>Dry-erase plastic wallets</p>

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>Pupils will participate in a daily guided writing session and makes reciprocal links between their writing, comprehension focus, and word study level.</p>	<p>including the <a href="#">Education Scotland Learning to Read in the Early years professional resource</a>.</p> <p>The intervention teacher will be issued with a phonics and word study planner that links with a pupils reading level, to help inform them of suitable word study and phonic lesson activities.</p>	<p>implementation and to team teach</p> <p>Term 3 &amp; Term 4 Intervention teacher will have 2 further sessions at PLA which will be shaped by the needs of the group but that will likely have a focus on comprehension</p> <p>Lead PT will conduct visits to schools to support implementation and team teach</p>			
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### PRIORITY 1 – Improvement in attainment

### PRIORITY 2 - Closing the gap between the most and least disadvantaged children and young people

#### Strategic Objective:

To build a workforce that is dedicated, skilled and well qualified who are confident in providing high quality early learning and childcare following authority's Early Years and Childcare Review. To create a calm, nurturing environment which promotes curiosity, awe and wonder within the Early Years.

#### Highlight your KEY drivers for this improvement priority

##### Service Priorities

11. Improvement in attainment, particularly in literacy and numeracy
12. Closing the attainment gap between the most and least disadvantaged children and young people
13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
14. Improvement in children & young people's health & wellbeing
15. 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

13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

- 1.11 Nurturing care and support
- 1.12 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 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

To build a workforce that is dedicated, skilled and well qualified who are confident in providing high quality early learning and childcare following authority's Early Years and Childcare review resulting in the majority of this session's staff team being new to Loudoun-Montgomery from an variety of establishments from across the authority. Reflective evaluation of practice identifying the need to adopt principles from the curiosity approach, which will support children's curious minds whilst creating a calm and tranquil setting.

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

#### 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 &amp; 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>To create a robust induction programme for Early Years Practitioners that will support them to understand how the provision operates and their role within it. Whilst integrating the new role of Early Years Assistants within the establishment</p> <p>To create a calm, nurturing environment by adopting the curiosity approach which promotes interest, awe and wonder within the Early Years environment.</p>	<p>Provide Early Years staff with an induction booklet which provides key information regarding their role.</p> <p>Create Early Years Practitioners roles and responsibilities to support new staff in their position.</p> <p>Create Early Years Assistant roles and responsibilities to ensure all staff are confident and skilled in their role.</p> <p>Create, 'Getting to know me' books to provide to parents/carers and children on order to provide a smooth crossover off staff.</p> <p>Craft training programmes to upskills staff that are unique to Loudoun – Montgomery and will increase professional knowledge.</p>	<p>Term 1 - EYM</p> <p>Term 1 – EYM</p> <p>Term 1 – EYM/EEL</p> <p>Term 1 – EYM</p>	<p>Children will benefit from a staff team who feel supported and confident in their role which will support their overall health &amp; wellbeing.</p> <p>Children will be provided with a workforce who have a clear understanding of curriculum and pedagogy.</p> <p>Children will have the opportunity to view new staff members through the, 'Getting to know me' booklet before the start of the new term which will support predictability.</p>	<p>New staff evaluations on induction, this feedback will be used to improve future inductions.</p> <p>Early Years Practitioners will feel confident in planning intentional learning for learners</p>	

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>Provide planning toolkit to ensure that all staff feel confident in their role in providing a high quality learning environment.</p> <p>To support Early Years Practitioners in identifying leadership roles in relation to their particular skills and abilities through North Ayrshire Council's 'our time to talk' programme.</p> <p>To provide training in the curiosity approach principles which will build Early Years Practitioners knowledge whilst creating a well skilled workforce.</p> <p>To improve the caterpillar room environment in a gradual manner whilst maintaining predictability. To work with Early Years Practitioners in gaining resources that promote the curiosity approach.</p>	<p>Term 1 - 4 EYM/SEYP/EE L</p> <p>Term 3 EYM/EYP/SEY P/EEL/EYA</p> <p>Term 3 EYM/SEYP</p> <p>Term 3 – 4 Whole staff team</p>	<p>By providing the planning tool kit, Early Years Practitioners will be enabled to confidently provide a curriculum which is rich in opportunities to meet learners needs in relation to health and wellbeing, literacy and numeracy.</p> <p>Research has shown that well – trained workforce is fundamental in improving children’s long-term outcomes.</p> <p>Children’s confidence, critical thinking and problem solving skills will be enhanced by providing more child led-learning.</p>	<p>Early Years Practitioners will partake in challenge questions relating to interactions, experiences and spaces which will provide a foundation to build upon.</p> <p>Our Time to Talk interactions, questionnaires completed by new staff, Quality Assurance observations.</p> <p>Scheduled and spontaneous playroom observations evidenced</p>	
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This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<b>PEF contact - HT or DHT with responsibility for the plan:</b>		Paul Bleakley - HT			
<b>Carry forward:</b>	+£488	<b>Total Allocation:</b>	+£72,275	<b>Total:</b>	£72,763

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.	April – Aug of the PEF Year Reading Recovery Teacher (DHT Lead)	£9,000	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.	April – Aug of the PEF Year Nurture Teacher & Classroom Assistant (HT Lead)	£11,000	Pre & Post Reading Boxall Assessment Data	
Early Years Practitioner & Classroom Assistant 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 experienced staff.	Full PEF Year Early Years Practitioner (HT Lead)	£25,000	Pre & Post Attainment Data – EY Milestone Data & ACEL Data (GL / SNSA Data & CT Professional Judgement)	

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

PEF Funded CT previously utilised to release Reading Recovery Teacher, now adjusted to release previous Nurture Teacher to undertake Literacy Intervention Teacher role to support delivery of Literacy Power in an Hour Reading SIP initiative across P1-3 classes.	Raised attainment in Listen & Talking, Reading, Writing & Numeracy across P1-3 children.	Provision of fully trained / experienced Class Teacher (Nurture Teacher)	Full Academic Year Class Teacher (Nurture Teacher) (DHT Lead)	£17,000	The intervention teacher will carry out pre- and post-assessments to capture data. Results will be shared with PT Lead and DHT  P1 – POLAR resource P2 – OSELA P3 – Running Record, Retell, Dictated sentence, BAS3 (tbc)	
Voice Project – Predominant Health & Wellbeing Focus, noted next...	Enhancing physical, emotional and inner well-being. Increasing a sense of self-confidence and listening & talking skills opportunities. Enhance peer to peer and whole school connection and sense of community.	Continued engagement of Voice Scotland Project	Full PEF Year Voice Project Principal (HT Lead)	£4,500		
Cost of the School Day – reduction/removal of financial barriers, noted next...	Reduction/removal of financial barriers to enhanced/enriching learning experiences, school based and external experiences.	Breakfast Club Visiting Specialist External Educational Experiences Residential Experiences	Full PEF Year (HT Lead)	£6,000		