

**Communities and Education Directorate**

**Mayfield Primary and Early Years Class**

**Improvement Plan**

**2023-2024**





**Vision, Values and Aims**

**Our Vision**

Working within a safe, secure and caring school, we aim to provide all pupils with challenging, broad and engaging learning experiences that promote creativity, curiosity, and encourage a high level of success and achievement. This will lead to excellence and quality in their education.

**OUR VALUES**

* TEAMWORK
* RESPECT
* ACHIEVEMENT
* INCLUSION AND EQUITY
* NURTURE

**OUR AIMS**

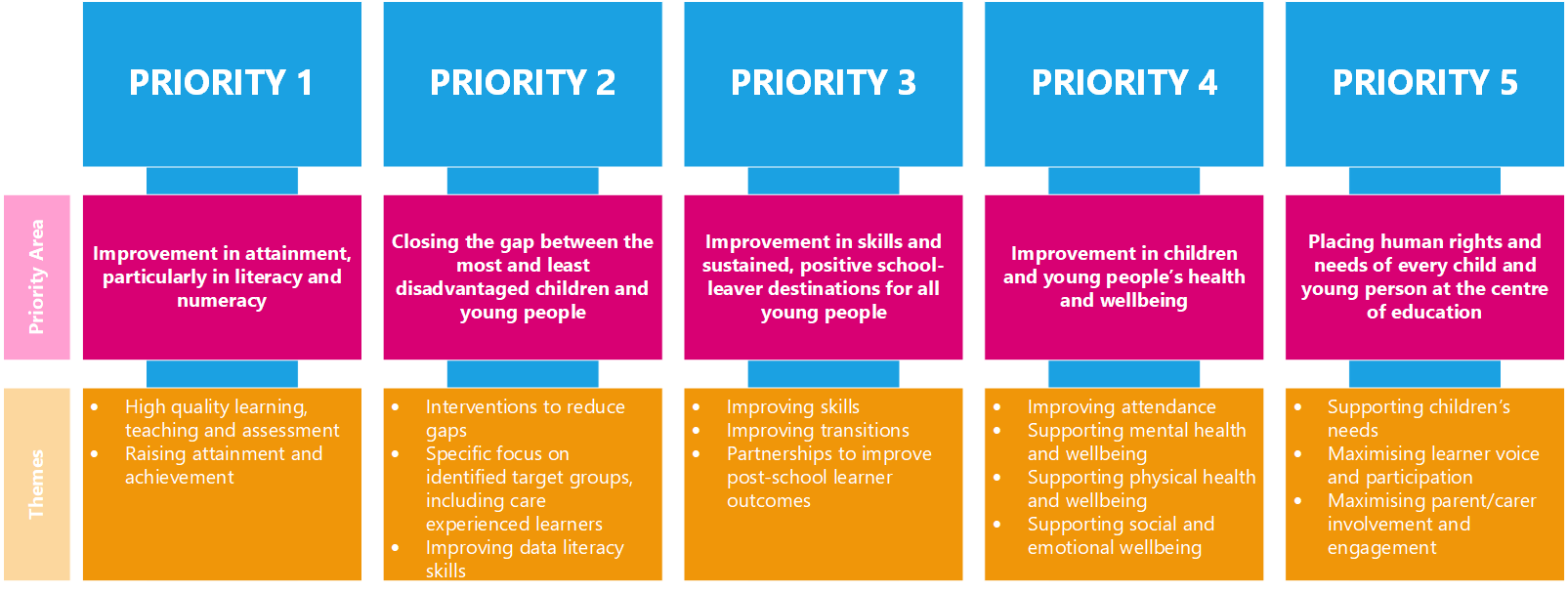
In Mayfield Primary School & Early Years Class we aim to:

* Work as a team, take care of one another, and like the fact that we are all different.
* Behave respectfully towards others.
* Be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
* Celebrate our achievements, aim high, have a “can-do” attitude.
* Enjoy learning, ask lots of questions and be encouraged to think for ourselves.
* Learn about our world and how we should care for it to make it a better place through sustainable learning experiences.
* Learn interesting things, visit interesting places and share what we have discovered with our parents and community.
* Work with our families and partners in the community to help us be the best we can be.

Provide opportunities for staff and pupils to take on leadership roles and be involved in decision-making to improve our school

**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:**  Staff have clear and shared expectations of the progression through a level and make confident professional judgements based on a range of  assessment data. Our data is accurate and shows a true reflection of the attainment of our learners. | | | | | | |
| **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**  Our current attainment data, collected and discussed at attainment meetings, shows that teacher professional judgements vary and are not always based on benchmarks. Standardised assessment data is not used well to validate professional judgements. With the re-structuring of classes this year, and potentially in subsequent years, moderation of the expectations of the progression through a level is a priority to ensure our learners’ needs are met, they make progress and attainment data is accurate. | | | | | | |

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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 benefit from teaching experiences that match their needs and fill gaps in their learning.  Learners are more aware of the level that they are progressing through and what they need to do to achieve that level.  Learners make very good progress in their learning. | By May 24, all practitioners will have engaged in a series of moderation activities where expectations of a level have been fully explored and agreed taking account of   * Forward planning evidence * Knowledge, understanding and skills * Application * Benchmarks * A variety of assessments including Standardised assessment in listening & talking, reading, writing and numeracy and maths.   These expectations are shared with learners. | By Oct 23  Numeracy & Maths  S. Hamilton  By Dec 23  Listening & Talking  S. Hamilton  By Feb 24  Writing  S. Hamilton  By April 24  Reading  S. Hamilton | Pre and post practitioner evaluation will demonstrate:   * Increased practitioner confidence in sharing practice and moderation * Improved practitioner confidence in robust, accurate teacher professional judgements   Pre and post pupil evaluation will demonstrate:   * Increased understanding of national expectations and their progress through a level in literacy and numeracy.   Attainment data shows an increase in learners who are meeting / exceeding national expectations. | During moderation activities and at attainment meetings staff confidently make and justify their professional judgements based on a variety of assessment data, including standardised tests.  Classroom observations show evidence of quality learning and teaching, differentiated to meet the needs of all learners.  Classroom observations and learning chats show evidence that learners have a clear understanding of their learning goals, attainment level and next steps to achieve the level.  Data shows a positive trend for attainment over time. | **£0** |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  Mayfield pupils are equipped to manage their own health and well-being and are supported effectively to attend school and participate fully. | | | | | | |
| **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* | | | | | |
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| **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**  Themes from School Counsellor (fully funded by PEF) over the last session identified the need for her work to be more proactive and targeted rather than reactive and ad hoc. Also that the already successful Big Feelings Buddies Programme would benefit from being extended to include more pupils.  A decrease in support from the School Nurse and the introduction of the National Health and Well-Being policy lead us to include the implementation of RSHP to enhance our current provision. Attendance figures show a rise in absence since the end of COVID restrictions. | | | | | | |

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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 £* |
| Targeted Counselling Interventions will benefit identified pupils both in small groups and 1-1 | Change ad hoc Bubble Time to more targeted approach – HWB Lunch Clubs for all stages, LIAM, Drawing and Talking Therapy | Term 1 🡪 Julie (School Counsellor) | School Counsellor data will show increased number of pupils being supported in these groups and 1-1 and decrease in referrals compared to previous session.  Decrease in number of pupils on Staged Intervention. | School attendance improved.  Decrease in pupil/parent concerns.  Classroom observations will show that pupils are more settled and engaged in their learning. | **£28830** |
| Pupils better equipped to manage their own feelings/emotions and those of others. | Big Feelings Buddies programme extended: 2 more for each P4-P7 class and P1-P3 to all get training. | Term 1 🡪 Julie (School Counsellor) | Increased number of pupils trained in the Big Feelings Buddy Programme. | Classroom observations will show Calm corner being used on a more regular basis (being supported by Big Feeling Buddy)  Less adult interventions needed. |  |
| Pupils will benefit from explicit teaching in all 4 organisers of RSHP. | Agree a timeline for implementation of RSHP in classes and with parents/carers.  Share content of programme with parents/carers  Implement agreed timeline | August In Service Day 2 HT  Term 1 HT  Term 2 🡪 All teaching staff EY – P7 | Pre and post PASS survey data will demonstrate increased confidence and understanding in the 4 organisers of RSHP  Attendance level at parent presentation.  Number of pupils withdrawn from RSHP programme | Feedback from staff, parents and pupil focus groups. |  |
| Pupils will benefit academically and emotionally from being at school almost all of the time. | Monthly monitoring of attendance figures will lead to targeted intervention | August 🡪  Inclusion Worker, Beverly Drumm | Improved attendance figures over the session | Almost all pupils are happy to be at school and are making academic progress. |  |

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| **PRIORITY 3 Cluster** | | | | | | |
| **Strategic Objective:**  Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. | | | | | | |
| **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* | | | | | |
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| **Rationale for Change**  After the presentation by Education Scotland at the April HT meeting, our cluster decided that pupils would benefit from all staff receiving digital skills training so that this curricular area was taught more consistently across the cluster. Specific gaps and areas for development will be identified through a staff survey and a training programme to meet these gaps will be created during the first year of this plan. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
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| Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. | A cluster staff skill audit to identify digital confidence and needs. | May/June 23  Cluster HT’s | A survey incorporating digital skills and the digital schools self-evaluation tool will be issued to staff. Results from Survey Monkey and confidence scale will be analysed and a programme of need will be developed as a baseline. | Results of the survey will identify a differentiated training programme for staff. | **£0** |
| A cluster training calendar linked to competency needs of staff will be delivered across the session. | June 23  Cluster HT’s  Digital staff leads | Staff confidence survey issued in Term 4. Results will be analysed and impact measured from baseline. | Post training feedback and PRD meetings will give evidence of increased staff confidence and learners will speak positively about their digital learning experiences. |  |
| Staff will develop learning partnerships to share experiences and approaches across the cluster and moderate practice. | Sept 23-June 24  All staff | Peer visit moderation feedback will be analysed to identify strengths and next steps for session 24-25. | Feedback from learning visits will show increased confidence in planning and implementing digital lessons. |  |
| Develop a progressive skills framework from EYC – Primary 7. | Aug 23-May 24  Cluster HT’s  Digital staff leads | Staff are supported in improving learning and teaching experiences at each stage. Professional dialogue and feedback will give evidence of improved confidence, skills and abilities. | Class observations will show staff implementing good practice. |  |
| Develop the pupil digital leader network within the cluster to support the improvement agenda. | Termly meetings  Digital leads & Pupils | Increased participation in the development of digital skills and peer training. | Pupil digital leaders are seen to lead learning with confidence |  |
| Formalise our partnership links with Auchenharvie to support digital transition e.g. SWAY, Faculty of the month and skills development into secondary. | Sept 23- Mar 24  P7 teachers  Faculty leaders  Transition Team | A skills audit will be developed in partnership with Auchenharvie to assess pupil progress over their transition year. | Feedback from staff, pupils and parents will show the positive effect of using digital for transition. |  |

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| **PRIORITY 4** | | | | | | |
| **Strategic Objective:**  To implement SCERTS (Social Communication Emotional Resilience Transitional Supports) as a support to accessing the curriculum for targeted pupils. | | | | | | |
| **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* | | | | | |
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| * 1. Nurturing care and support   1.7 Children are safe and protected   * 1. Play and learning   2. Family engagement   3. 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**  An increasing number of pupils are finding it challenging to access the standard CfE curriculum. SCERTS enables staff to break down their learning and identify next steps in order to show progress through a level. | | | | | | |

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| PRIORITY 4: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
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| Targeted pupils will have their learning needs met effectively and be fully included in the school. | Identified staff will undertake SCERTS training (from Medbridge) | HT & Identified staff of targeted pupils Aug, 23 🡪 June 24 | Pre and post practitioner survey will demonstrate increased confidence in meeting the needs of targeted pupils. | SI and SCERTS plans show that all identified pupils have made progress.  TAC minutes show that parent/carers feel that the needs of their children are being met. | **£400 (Course)**  **£6952(Teacher)** |
| Work alongside Outreach Staff, EYIST to implement lessons of training | HT & Identified staff of targeted pupils Aug, 23 🡪 June 24 | Outreach and EYIST staff will use their own external assessments to measure progress. |
| Identified staff have termly meetings with Ed Psych to review progress and effectiveness of training and to set next targets. | Termly meetings led by Ed Psych & HT | Minutes of meetings will show increasing confidence of staff and regular Ed Psych observations of pupils will show pupils achieving targets on their SCERTS plan. |
| Review effectiveness of this session’s approach and plan for next session’s pupils | Identified staff and HT, June, 2024 | Pupils are spending more time in their class, are more independent and are able to move from SCERTS plan to SI |

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| **PRIORITY 5** | | | | | | |
| **Strategic Objective:** We will deliver high quality learning through play experiences both indoors and out. | | | | | | |
| **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* | | | | | |
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| 1.6 Nurturing care and support   * 1. Children are safe and protected   2. Play and learning   3. Family engagement   4. 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**  Quality assurance procedures including observations and monitoring of planning, Time to Talk meetings, the increasing numbers of children within the establishment with ASN and feedback from Quality Improvement team highlighted the need to revisit Play Pedagogy to ensure the needs of our learners are being met through a play based approach. | | | | | | |

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| PRIORITY 5: 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 £* |
| Children benefit from highly trained staff that have a shared vision for, and implement, learning through play.  All children experience a well-balanced, child centred learning approach.  Children access a playful outdoor environment that has endless  Open - ended resources to develop curiosity and problem-solving skills. | Staff will engage in CLPL to explore Play Pedagogy.  Staff will agree on a shared vision for learning through play.  Staff will implement approaches within their practice. | Laura Boyle. EEL  August 23  In-service Day 2  September 23  In-Service Day  All staff  September 23 🡪  All staff | Pre and post practitioner evaluation will demonstrate:  Increased practitioner confidence in play pedagogy approaches  Data collected using Leaven Scale shows increased levels of engagement of children learning through play.  Data from monitoring planned activities shows an increased level of planning for, and learning through, play.  Attainment data shows an increase in learners who are meeting / exceeding national expectations in their milestones. | Playroom observations show staff confidently interacting with children through planned play experiences.  Playroom observations show that all children are fully engaged in their learning through play.  Time to Talk meetings with staff provide evidence that levels of expertise and confidence have increased in Play Pedagogy.  Feedback from children shows evidence that they are stimulated and enjoy learning outdoors. | **£0** |

**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:** | | | David Faulds - HT | | |
| **Carry forward:** | -£2331 | **Total Allocation:** | £76680 | **Total:** | £74349 available |

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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? |
| Pupils starting school with no breakfast | Hunger will not be a barrier to pupil learning | Free to all Breakfast Club and Grab and Go Bagels | Aug 23🡪  HT | £5732 | Numbers attending Breakfast Club and accessing Grab and Go bagels.  Improved attainment stats | School attendance improved.  Classroom observations will show that pupils are more settled and engaged in their learning. |
| Pupil emotional well-being | Pupils better equipped to manage their own feelings/emotions and those of others.  Targeted Counselling Interventions will benefit identified pupils both in small groups and 1-1 | Big Feelings Buddies programme extended: 2 more for each P4-P7 class and P1-P3 to all get training.  Change ad hoc Bubble Time to more targeted approach – HWB Lunch Clubs for all stages, LIAM, Drawing and Talking Therapy | Term 1 🡪 Julie (School Counsellor) | £28830 | School Counsellor data will show increased number of pupils being supported in these groups and 1-1 and decrease in referrals compared to previous session.  Decrease in number of pupils on Staged Intervention. | School attendance improved.  Decrease in pupil/parent concerns.  Classroom observations will show that pupils are more settled and engaged in their learning. |
| SCERTS enables staff to break down their learning and identify next steps in order to show progress through a level. For those pupils who are finding it challenging to access the standard CfE curriculum. | Targeted pupils will have their learning needs met effectively and be fully included in the school. | Identified staff will undertake SCERTS training (from Medbridge) | HT & Identified staff of targeted pupils Aug, 23 🡪 June 24 | £7352 | Pre and post practitioner survey, Minutes of meetings,, pupils achieving targets on their SCERTS plan, pupils are spending more time in their class independently. | SI and SCERTS plans show that all identified pupils have made progress.  TAC minutes show that parent/carers feel that the needs of their children are being met. |
| Gaps in attainment | Improved attainment for targeted groups from additional Classroom Assistant | Analysis of attainment data will show areas in need of improvement | SMT and Identified staff Aug 23 🡪 | £12940 | Improved attainment data over time | Data from termly attainment meetings, NGRT, etc |
| Financial barrier - Subsidise Arran Residential Trip | All pupils who want to go to Arran residential trip will be prevented due to financial reasons. | Subsidy from PEF | Aug 23🡪  HT | C£1500 | Number of pupils going on trip | Feedback from pupils and staff |
| Seesaw App | Communication with parents/carers and showcasing learning at home | Deliver pupil, staff and new parent training workshops to enable all stakeholders to access Seesaw | Aug 23🡪  RH/CK | £1444 | Data from Weekly Seesaw report | Feedback from staff, pupils and parents |
| Pupils finding literacy challenging - Assistive Technologies: Clicker 7 and Rapid Readers | Pupils will be able to access the literacy curriculum more confidently and be more engaged. | Deliver pupil and staff training workshops to enable all stakeholders to use these platforms effectively | Aug 23🡪  FK | £1367 | Improved attainment data over time | Data from termly attainment meetings, NGRT, etc |