



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Stanley Primary and Early Years Class

Improvement Plan

2024-2025





Our Vision

We work together to deliver high quality experiences that encourage everyone to be the best they can be and be proud of our school .

We achieve our vision by living our values...

<p style="text-align: right;">Honesty</p> <p>We tell the truth and take responsibility.</p>	
<p style="text-align: right;">Ambition</p> <p>We all work hard to be the best we can be.</p>	
<p style="text-align: right;">Respect</p> <p>We respect everyone's personality, opinion and our environment.</p>	
<p style="text-align: right;">Determination</p> <p>We never give up! We are proud of our effort.</p>	
<p style="text-align: right;">Inclusion</p> <p>We work together to meet everyone's needs.</p>	



Our Aims

- To create a happy, safe and inclusive community that promotes wellbeing and respect
- To provide an appropriate stimulating, challenging and accessible curriculum to empower all children to achieve their potential
- To develop knowledge, skills and attitudes that enable children to become positive contributors to society
- To build a learning community that promotes and fosters teamwork and leadership at all levels
- To encourage commitment to partnerships with parents, agencies and communities

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

Strategic Objective: Literacy

To build staff capacity across the early years and school to successfully deliver phonics and spelling to all children ensuring they can fully engage with the literacy 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

- 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

SEEMIS data reflected positive impact of the implementation of reading and writing approach from P1 to P4 although time is still needed to see this impact from P5 to P7. Key themes identified from SWOT analysis supported implementation of reading and writing approach and the intensive training received from Stephen Graham. Staff highlighted need for change to phonics and spelling programme for the children who are not achieving expected levels, as staff felt this was impacting upon their attainment in literacy. SNSA results evidenced children in P4 reaching higher levels when compared nationally. Breakdown of SNSA assessments at P1/4/7, highlighted children struggling with application of phonics and spelling rules at each stage. Staff undertook 'small tests of change' during term 4, these included phonological awareness tracker, diagnostic spelling assessments, pre/post spelling assessments and pupil engagement observations. Staff also engaged with professional reading of current research and guidance and then took part in dialogue sessions to discuss their findings.

Implement new approach to phonics and spelling from early to second level, this will be incorporated into the updated literacy pathways that will also reflect the approach to reading and writing and the SNSA assessments.
 Introduce use of New South Wales Criterion Based diagnostic spelling tests to inform explicit teaching of spelling strategies.
 Introduce phonological awareness programme to early years and tracker for transition to P1.

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? 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>
Children in P1 to P7 will benefit from new approach to teaching of explicit spelling strategies. This will have a positive impact upon pupil engagement.	Deliver training based upon SG explicit strategies, Bowers research (Word Works) and 'Teaching spelling K-6' and how this can be implemented effectively in the classroom.	Lit Working Party Termly	New South Wales Criterion Based Spelling Tests will be administered to children in August 2024 and May 2025 to measure progress. Results will be collated and analysed to inform teaching and to show progress at end of session.	Most children will have made a full year progress in terms of standardised spelling age score.	
	Administer New South Wales Criterion Based Spelling Test.	Class Teachers Aug/Sep 2024	Questionnaire on 'teacher confidence levels' administered at the beginning and end of the session.	Almost all teachers will have increased confidence levels.	
	Compile word lists that will be taught through specific text types each term, using guidance from 'Teaching spelling K-6' and 'Explicitly Teaching Spelling' to	Class Teachers (Stage) Termly Class Teachers	Updated progression pathways for early, first and second level.	Monitoring and tracking data will demonstrate effective use of updated pathways at all levels.	

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	<p>ensure spelling rules are covered.</p> <p>Implement new approach to teaching spelling strategies explicitly using word lists generated. Children will complete a pre/post assessment each term.</p> <p>Incorporate spelling strategy approach and SNS data to progression pathways at early, first and second level.</p> <p>Compile words taught at each stage/term alongside suggested words from 'Teaching spelling K-6' and 'Explicitly Teaching Spelling'. This will generate a bank of words that should be taught across early, first and second level.</p>	<p>Lit Working Party March 2025</p> <p>Lit Working Party Termly</p> <p>Lit Working Party May 2025</p>	<p>SNSA results will improve by at least 5% at P1/4/7 compared to this session.</p> <p>SEEMIS tracking of stages will show an improvement of at least 5%.</p> <p>Sample testing at each stage of pupil engagement when engaging with new spelling approach using Leuven Scale.</p> <p>Pre/Post term spelling assessments to monitor improvement.</p>	<p>SNSA results will improve by at least 5% at P1/4/7 compared to this session.</p> <p>SEEMIS tracking of stages will show an improvement of at least 5%.</p> <p>Pupil engagement will have improved in all classes.</p>	
<p>Children will benefit from increased pace and challenge following progression pathways in reading and writing.</p>	<p>Audit existing progression pathways at early, first and second level.</p> <p>Update pathways to reflect SG methodology, SNS data and benchmarks and EY milestones.</p>	<p>Lit Working Party Oct-Dec 2024</p> <p>Lit Working Party Jan – May 2025</p>	<p>Staff feedback on updated planners.</p> <p>Staff moderation of planners against 'Experiences and Outcomes' and Benchmarks</p>	<p>Most staff will have provided positive feedback.</p>	

PRIORITY 2							
Strategic Objective: To develop consistency and staff capacity in relation to embedding a whole school nurture culture and experience for children							
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 style="text-align: center;">HGIOSO & HGIOS ELC <i>Language specific to HIGIOELC is in green</i></p> <table border="0"> <tr> <td> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership & management of staff (<i>practitioners</i>) Management of resources to promote equity </td> <td> <ol style="list-style-type: none"> Safeguarding & Child Protection Curriculum Learning, teaching & assessment Personalised Support Family Learning Transitions Partnerships </td> <td> <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>) </td> </tr> </table>			<ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership for learning Leadership of change Leadership & management of staff (<i>practitioners</i>) Management of resources to promote equity 	<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>) 	
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<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 	<p style="text-align: center;">Care Standards - Care Inspectorate Quality Indicators <i>Applicable within all early years settings</i></p> <table border="0"> <tr> <td> <ol style="list-style-type: none"> Nurturing care and support </td> <td> <ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities </td> <td> <ol style="list-style-type: none"> 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 </td> <td> <ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment </td> </tr> </table>			<ol style="list-style-type: none"> Nurturing care and support 	<ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment
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Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

In session 24/25 Nurture provision has become part of the core staffing.

In session 23/24 self-evaluation activities with staff using HGIOS combined with evaluating the Glasgow Motivation and Wellbeing Profile data within P5-7, shows that teaching and support staff require training and development of whole school nurture approaches to ensure consistency across the EYC and school. Staff will be trained using the NAC nurture materials and will fully embed the 'Six Principles of Nurture' across the school. This involves embedding the 'Six Principles of Nurture' and incorporating Boxall Profiling across the whole school. Whole School Boxalls have been purchased (May 24) to highlight how many children are affected by social, emotional and behavioural difficulties, whilst also raising awareness of the importance of nurture, attachment and neuroscience. This will allow teachers a better understanding when responding to challenges in behaviour and the social, emotional and mental health needs of their pupils. This programme allows staff to develop personally and professionally while embedding a nurturing culture throughout the school, enhancing teaching, learning and promoting healthy outcomes for our learners. This is achieved by focusing on emotional needs and development as well as academic learning in a whole-school environment. The Boxall results will be evaluated and used to create supports for every child with their social, emotional and mental health needs.

PRIORITY Whole School Nurture: 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>
Learners will experience consistency in targeted approaches for Nurture across the school and EYC.	Establish Nurture Implementation Team. Benchmarking whole school nurture RAG rate.	Monday 19 th August In-Service Day Working Party- Kirsty Bryson Karen McCulloch Fiona Struthers	Self-evaluation of QI 3.1	Almost all staff will be clear on expectations for Whole School Nurture Plan for this session	

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	<p>Introduce whole school Boxall Profiling to staff.</p> <p>Self-evaluation – Share Module 1 – The Context and Policy Landscape for Nurturing NA Communities Page 21-23 Share whole school Boxall Profiling plan.</p>	<p>Ruth Campbell Tyler Poole Heather Weir Leighann McGregor Alex Tattersall</p> <p>All staff</p>	<p>Boxall profiling will evidence a nurturing culture for almost all children.</p>	<p>Most children in targeted sample group will have score that reflect a nurturing culture across the school</p> <p>All staff will complete module 1 successfully</p>	
<p>Learners will benefit from consistency in targeted approaches for Nurture across the school and EYC.</p>	<p>Complete the following evaluations –</p> <p>Teacher and EYC Practitioner Part 1</p> <p>Non-teaching and support staff Part 1</p> <p>Parent/carer questionnaire Part 1</p> <p>Children and Young People Focus Groups Part 1 – EYC to P7</p>	<p>Monday 19th August In-service Day</p> <p>All staff</p> <p>All staff</p> <p>End of September</p> <p>End of September Kirsty Bryson Karen McCulloch</p>	<p>Baseline data will substantiate and support where Whole School Nurture is most evident and highlight areas for development.</p> <p>Evaluations and comments will reflect current very good nurture practices.</p> <p>As above</p> <p>HGIORS pupil focus groups, almost all children's comments will reflect very good nurture practices.</p>	<p>Baseline data will substantiate and support where Whole School Nurture is most evident and highlight areas for development.</p> <p>Evaluations and comments will reflect current very good nurture practices.</p> <p>As above</p> <p>HGIORS pupil focus groups, almost all children's comments will reflect very good nurture practices</p>	
<p>Learners will benefit from embedding a nurture</p>	<p>Whole class Boxall's completed to inform</p>	<p>All classes</p>	<p>Self-evaluation of QI 3.1</p>	<p>almost all teaching staff will be clear on using Boxall</p>	<p>£365+VA T</p>

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<p>culture, enhancing teaching, learning promote healthy outcomes for their future.</p>	<p>Term 2-4s planning for Health and Wellbeing.</p> <p>Purchase whole school nurture handbook</p>	<p>Kirsty Bryson</p>		<p>profiling to enhance teaching and learning to meet the needs of all learners</p>	<p>£35 each one per stage total £245</p>
<p>Learners will benefit from developing teaching and support staff's knowledge of the impact of social, emotional and mental health needs.</p>	<p>Module 1 – The Context and Policy Landscape for Nurturing NA Communities page 1-20</p>	<p>Monday 23rd September 24 In-Service Day</p> <p>Nurture Working Party with all staff</p>	<p>Self-evaluation of QI 3.1</p>	<p>Almost all teaching staff will be clear on how to meet the social, emotional and mental health needs of most learners.</p>	
<p>Learners will benefit from increased knowledge of teaching and non-teaching staff by raising their awareness of the importance of nurture, attunement, attachment and neuroscience.</p> <p>Targeted learners will use Lego Therapy to develop their social communication and social skills.</p>	<p>Module 2 - An Introduction to Psychological Theories Underpinning a Nurture Approach PowerPoint</p> <p>To devise further CLPL for support staff. 'An introduction to Lego – Based Therapy'</p> <p>Purchase 5 boxes of Lego for P5-7</p>	<p>Tuesday 26th November 24 In-service day Scott Gunion tbc</p> <p>CLPL with the PLA</p> <p>Kirsty Bryson</p>	<p>Self-evaluation of QI 3.1,</p> <p>Observations and teacher feedback for positive results in learners communication and social skills.</p>	<p>Almost all teaching staff will be clear on the importance of nurture, attunement, attachment and neuroscience.</p> <p>Observations will evidence improved communication and social skills for most learners.</p>	

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<p>Learners will benefit from teaching staff embedding a nurture culture and creating a classroom environment based on the 'Six Principles of Nurture'.</p>	<p>Module 3 – The Practical Application and Evaluation of the Six Principles of Nurture PPT 90 pages.</p> <p>Parent's Evening – Nurture Stall share nurture info and resources used within school</p>	<p>Term 3 Over 3 staff meetings 2 Principles each time.</p> <p>Nurture Working Party</p> <p>Thursday 7th November 24 Karen McCulloch and one other TBC</p>	<p>Self-evaluation of QI 3.1</p>	<p>All staff will complete module 3</p> <p>Almost all teaching staff will be clear on the 'Six Principles of Nurture' and this will be evidenced in learning walks within the quality assurance monitoring.</p>	
<p>Learners will benefit from consistency in targeted approaches for embedded Nurture across the school.</p>	<p>Complete the following evaluations –</p> <p>Parent/carer questionnaire Part 2 Teacher and EYC Practitioner Part 2 Non-teaching and support staff Part 2 Children and Young People Focus Groups Part 2 – EYC to P7</p> <p>Whole class Boxall in preparation for next session by end of May and be used as part of transition.</p>	<p>All parents, staff and selected pupils</p> <p>End of May 25</p> <p>All pupils</p> <p>End of May 25</p>	<p>Post-intervention data to inform 25-26 SIP and to be shared with all staff.</p>	<p>HGIORS pupil focus groups, almost all children's comments will reflect very good nurture practices</p> <p>Staff and parent/carer evaluations and comments will reflect current very good nurture practices.</p>	

PRIORITY 3

Strategic Objective:

- To ensure data is used effectively to drive our ambition to close the poverty related attainment gap, drive interventions and support teacher professional judgement

Highlight your KEY drivers for this improvement priority

Service Priorities

- 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

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- Safeguarding & Child Protection
- Curriculum
- Learning, teaching & assessment**
- Personalised Support
- Family Learning
- Transitions
- Partnerships

- Ensuring wellbeing, equality and inclusion
- Raising attainment & achievement** (*Securing children's progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- School & ELC Leadership
- Teaching & Practitioner Professionalism**
- Parent/carer involvement & engagement
- Curriculum & Assessment
- School & ELC Improvement
- Performance Information**

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- Quality of the session for care, play and learning
- Children's experience high quality facilities

- Quality assurance and improvement are led well
- Leadership of play and learning
- Leadership and management of staff and resources

- Staff skills, knowledge and values**
- Staff recruitment
- Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

In session 22/23 and 23/24 self-evaluation activities with staff using HGIIOUS as well as monitoring and evaluation data, evidenced that teaching staff required to be more skilled in using data sources to support professional judgement, plan for next steps in learning and to identify targeted intervention groups that would help close the poverty related attainment gap. Teachers were supported in data input to Progress and Achievement in 22/23 and began to take part in Tracking Meetings in 24/25 where they considered challenge question in relation to the characteristics of their classes. Through the latter it became evident that 0% of teaching staff were actively involved in NSAs and that the data was not used to triangulate professional judgement or inform planning for teaching and learning. To address the attainment gap in classes it is vital that teachers are able to identify what the gaps are and how they might address this in their classroom.

PRIORITY 3: 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>
Pupils will benefit from data driven interventions	Teachers to be given core characteristic details for their class at start of each term to use when forward planning Teachers will have comparisons to attainment comparisons to quartile, cluster and authority figures to assist them in looking outwards	Joanne Robertson Ross Cruickshanks Terry McAdam Stephanie Inoronato 1 per term Final by June2025	Analysis of teacher forward plans and professional dialogue at tracking meeting to evidence greater awareness and impact of using data to plan interventions/adapt planning Records from stage tracking meetings	Each teacher will be able to identify at least 1 group or individual learner where outcomes have improved as a result of using data effectively SLT presence at tracking meetings to observe impact of new approach on moderating data	£69,126

	<p>Teachers to identify how they take account of trends/patterns at tracking meetings with SLT</p> <p>Introduction of stage tracking meeting to facilitate quality professional dialogue and moderation</p>				
EYC children will benefit from increased opportunities to achieve milestones	Enhance provision for numeracy development through thorough implementation of EY Numeracy Framework	Fiona Struthers/Tracey Wilton, Ailie Dunlop and EYC key workers	Tracking of milestones achievement for individual learners Collation of milestones data 3 times per year to monitor impact	Compare/contrast 22/23, 23/24 & 24/25 data to define progress	
Learners NSA results will reflect their ability more accurately	Training for teachers and support staff on delivery and appropriate assistance for learners when undertaking NSAs	PLA/SNA staff delivering training on 5/9/24	Staff confidence surveys Correlation between SNA/TPJ	Almost all staff will report high levels of confidence compared to baseline confidence survey undertaken in 2023 Class statistic will show the gap between TPJ and NSA result has reduced by at least 3%	
Learners will be actively involved in leading their own learning through target setting	<p>Agreed policy/guidance to be devised</p> <p>Class teachers to have clear systems and procedures in their class to fully involve learners in target setting so that they understand and can talk</p>	<p>Working party as above/Joanne Robertson</p> <p>Class teachers</p>	<p>Clear guidance/policy available</p> <p>SLT and peer observation data</p>	<p>Staff will be satisfied that the guidance document reflects accurately the agreed standards</p> <p>Target setting will feature as good practice in quality assurance class visits in most classes</p>	

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	about where they are with their learning and know their next steps				
Learners in P5-7 will benefit from more opportunities for parental engagement in their learning	<p>Learning Journals rolled out to every family</p> <p>Staff to update learners' journals twice per week and share with parents/carers</p>	Class teachers	<p>WTA dedicated hours to Learning Journals will have increased</p> <p>Quality assurance by SLT to monitor teachers use of Learning Journals</p> <p>Learning Journals engagement statistics will evidence parental engagement levels</p> <p>Parental Survey to measure impact from parent perspective</p>	<p>All teaching staff will meet the agreed requirements for weekly posts</p> <p>80% of parents/carers will have accessed their child's journal</p> <p>The majority of parents will be satisfied that they know more about what their child is learning than they did prior to the introduction of Learning Journals</p>	

Early Years: 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>

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<p>Children in the Early Years Class will benefit from planned experiences to improve phonological awareness.</p>	<p>Deliver training to staff on all elements of phonological awareness and how this should be implemented.</p> <p>Plan high quality phonological awareness experiences for ante/pre school children.</p> <p>Develop a tracker that shows phonological awareness development for ante and pre school children. Track children's progress in developing phonological awareness throughout the years.</p> <p>Identify pre school children that are struggling with phonological awareness.</p>	<p>EEL SALT Team In Service Day September</p> <p>EEL/EY Manager Term 1-4</p> <p>EEL Term1</p> <p>EEL Key Workers Term 2-4</p> <p>EEL Key Workers May 2024</p>	<p>Staff will be asked to evaluate the training and the impact it will have on their practice.</p> <p>Monitoring of daily/termly planning including evaluations.</p> <p>Playroom monitoring by SLT, specific focus on phonological awareness experiences.</p> <p>Child observations (Learning Journals), specific focus on phonological awareness.</p> <p>Completion of tracker, first marker of number of children that demonstrate awareness.</p> <p>Milestone data, compare to previous years with a specific focus on phonological awareness.</p>	<p>Almost all staff will evaluate the training as having a positive impact on their practice</p> <p>Quality assurance evidence will indicate children's experiences as being very good or excellent</p> <p>Phonological tracker will evidence almost all children have increased phonological awareness compared to baseline data</p> <p>Milestones data in relation to phonological awareness will evidence at least a 2% increase in children achievements compared to the 76% achieved in session 2023/24</p>	
<p>Children will lead their own learning through talking and thinking floorbook planning giving them ownership and increasing their engagement, adding breadth and depth to their learning.</p>	<p>Develop and implement child led planning through introduction of talking and thinking floorbook planning.</p>	<p>EY Manager/SEYP Practitioners Term 1-4</p>	<p>Through monitoring planning and trackers we will see an increase in the range of E's and O's covered. Children's Learning Journals will reflect their interests being acknowledged and developed through the planning.</p>	<p>Annual E's and O's overview from 23/24 comparison with 24/25 will demonstrate the impact.</p>	

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2024-25

			In terms of increasing learner engagement, we will monitor the talking thinking floorbooks to record child participation.	Almost all children will participate in talking thinking floorbooks throughout the academic session	
Targeted interventions for all children to raise attainment in literacy, numeracy and promote health and wellbeing.	<p>Daily focussed time spent with key worker in a small group setting.</p> <p>Key workers to deliver high quality targeted support to their own group to increase staff capability and capacity for improvement in attainment.</p> <p>EEL will provide intensive targeted intervention for less children.</p> <p>Blether books will be used twice a week in small group time to give the children the opportunity to have their thoughts and feelings listened to and recorded, giving them the sense of pride and confidence we want to see throughout the rest of the child led planning.</p>	EY Manager/SEYP/EEL Practitioners	<p>Monitoring group time planners, Blether Books and EEL interventions will demonstrate the impact of this change.</p> <p>Increased participation at group time alongside increased E's and O's being achieved in trackers will also demonstrate this.</p> <p>Faster paced turnover of quality targets will also be shown as group time will allow key workers to observe their children more frequently.</p>	<p>Key workers will be able to demonstrate how their interventions have impacted on the attainment of individual children</p> <p>Quality assurance activities will demonstrate target time is consistently implemented</p>	

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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:		Stephanie Incononato			
Carry forward:	£7,787.00	Total Allocation:	£144,550.00	Total:	£152,337.00

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?
Attendance/late-coming/ Readiness to learn	Learners will be supported to be at school on time and to be ready to learn when school starts at 9am	Provide Breakfast Club Employ 4 support staff to facilitate Identify target groups of children to invite	June 2025	£11, 867 3 PSAs wages 1 additional hour per day	SIMD 1-3 attendees will be compared to previous sessions attendance figures Tracking meetings 24 /25	The majority of learners targeted will show a 3-5% increase in attendance rate
The poverty related achievement gap-opportunities for wider achievement	Children from P1-P7 will have dedicated opportunities for wider achievement	P1-3 Forest Schools P4 & P5 skiing P6 Sailing/swimming P7 subsidised residential to Arran	June 2025	£30,000 5 weeks x 4 days at Forest School for every P1-3 pupil 1 block of skiing for	Self-evaluation data will provide qualitative data about experience from parents/staff/children 100% of children involved will have opportunity to achieve beyond classroom	Self-evaluation from all relevant stakeholders demonstrates these opportunities are highly valued

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				<p>every P4 and P5</p> <p>1 day sailing for P6 pupils</p> <p>All P7s having cost of residential experience reduced by approx. £50</p>		
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