

**Communities and Education Directorate**

**St. Mary’s Primary School**

**Improvement Plan**

**2023-2024**



**Vision, Values and Aims**

**Vision:** The whole school community will work as a team to ensure that all children can be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our children will develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future. Our school will be a nurturing environment where children are supported and challenged to investigate, explore and embrace all experiences and outcomes within Curriculum for Excellence.

**Values:** Our values are ***Faith***, ***Compassion***, ***Ambition*** and ***Respect***.

**Aims:**

• St Mary’s is a welcoming, happy, safe, inclusive and nurturing environment where everyone is valued and children’s rights are respected.

• We will develop as a community of faith and learning by promoting Gospel values and through celebration and worship; sharing our God-given talents for the common good.

• Our children will be motivated, encouraged and stimulated through a variety of high quality learning and teaching experiences; differentiated to meet the needs of all learners.

• As a community, we will celebrate the personal and wider achievements of all, both in class and at assemblies.

• Our partnership with parents, parish, local community and partner agencies, based on mutual respect and support the health and wellbeing of all our young people.

• We will maintain high standards and expectations, challenging our learners to be aspirational. They will be challenged and supported to set their own targets and achieve their goals in learning and life.

• We will promote the values of Global Citizenship and learning for sustainability to promote care for both our immediate environment and the wider world.

We are an accredited **Gold Rights Respecting School** and the United Nations Convention on the Rights of the Child (UNCRC) underpins everything we do here at St. Mary’s.



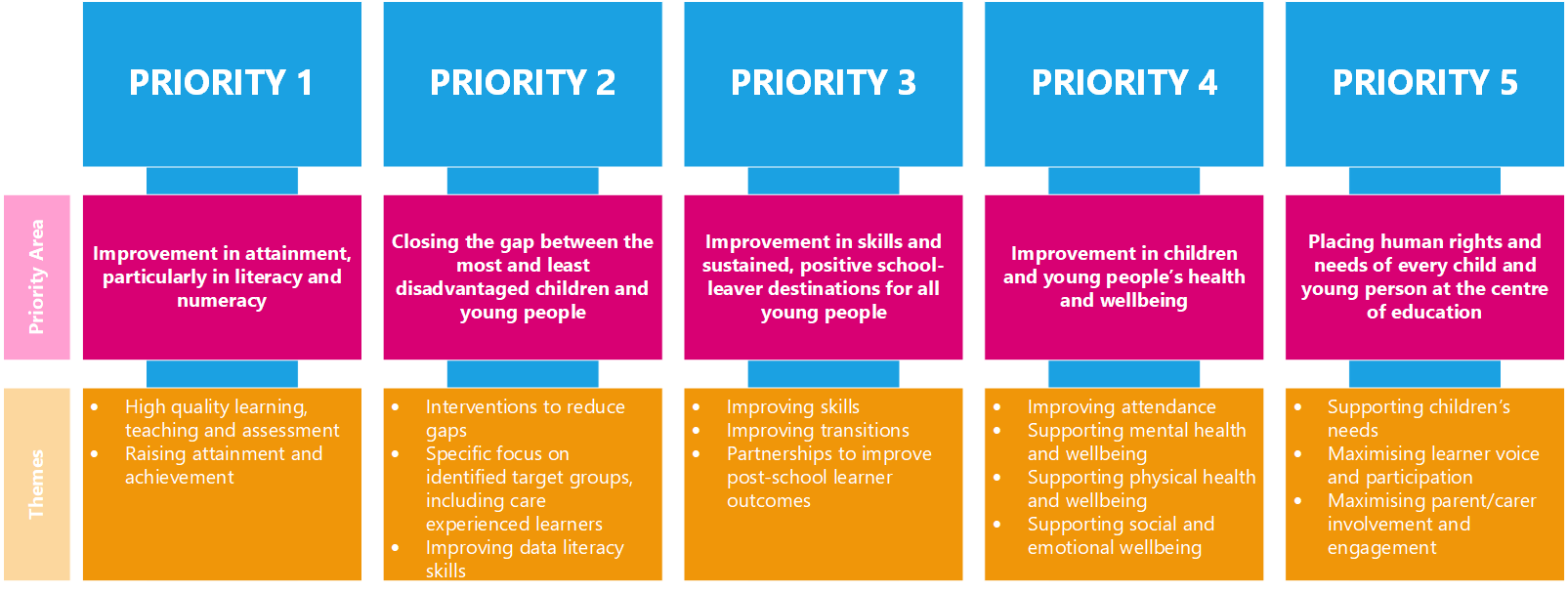
**The Catholic Charter**

St. Mary’s Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, will seek to feature the following characteristics as highlighted in the Catholic Charter:

* a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
* an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
* a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents;
* a commitment to the spiritual formation of the school community, through the shared experience of prayer liturgy, and in partnership with local parishes;
* the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
* a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
* a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
* a commitment to ecumenical action and the unity of Christians;
* the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
* a commitment to support the continuing professional development.

**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 – (CLUSTER) Further develop environments** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  **Further develop our environments throughout the school to support and develop high quality teaching, learning and pedagogy of play.**  **Enhance the use of space to promote learning both within the school and outdoors.** | | | | | | |
| **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**  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.  **Although this is a cluster priority, we are all at differing stages in developing our environments. We are working collaboratively to share knowledge and expertise.**  *“The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences.”*  CFE, Outdoor Learning, 2010  *“Play is essential to healthy development from birth to adulthood contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills.”*  Play Strategy for Scotland, 2013  “REALISING THE AMBITION QUOTE”  Having piloted the pedagogy of play, our data demonstrates the positive impact play based learning environments has had on our learners. Transitions have been smoother, children were more ready to learn. This was observed by practitioners, parents and other professionals. Our formative data shows an increase in attainment in literacy and numeracy.  Through continuing to develop our environments, we are striving to create spaces to learn which are motivating, exciting, different, relevant and easily accessible.  UNICEF sets the foundation for the development of critical, social and emotional knowledge and skills. Outdoor environments with natural features can support concentration and self-discipline (Play Scotland).  Overall, our self-evaluation and pupil voice reflects that we have made some strides to improve our outdoor learning provision and the frequency with which learning is enriched through being taken outdoors. However, we would like to continue to develop and improve this practice. This will work in conjunction with our Priority 2, where we aim to implement more creativity into our provision. We hope to see the impact of this in our pupil voice and HWB Bounce Back questionnaires, teachers’ plans and staff voice as well as in attainment in literacy and numeracy.  Again, we are making good progress with our play journey, with self-evaluation and pupil voice reflecting this. We have also been part of NAC’s Play Pilot which has greatly improved staff knowledge and expertise, as well as their confidence and ability to implement a play pedagogy. Our attainment data for our 2022-2023 cohort of P1 pupils is encouraging, reflecting the progress we have made with this. We will continue to develop this with a view to raising attainment within our new P3 and P1 cohorts, as well as maintaining the strong start our new P2s have made to their educational journey.    We will invest some of our PEF funding to support the play aspect of this priority, specifically to facilitate two days of a Classroom Assistant to facilitate regular quality observations to evidence the attainment and achievement through play. | | | | | | |

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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 £* |
| * Through high quality interactions, children will:   + Have a positive attitude towards learning.   + Develop imagination, curiosity, creativity, problem solving and enthusiasm.   + Build their resilience and persistence.   + Foster cognitive growth   + Develop social and emotional skills.   + Improve literacy and numeracy. * As staff model behaviours, children will learn to play together, cooperate, communicate effectively, problem solve and resolve conflicts. | Rationale of play understood by staff.  High quality interactions and observations of staff supporting the learning. Further training from cluster staff who have completed pedagogy of play, PLA and further training opportunities. | PLA input Sept in-service  (All staff)  Cluster collegiate opportunities  (All staff) | Milestones used as baseline data  Early Years 28 days  Transition information from EYC practitioners and teachers  Classroom observations  Leuven scale  PASS data  Tracking and monitoring | Almost all learners will have achieved appropriate level.  Learners will have a positive attitude to school and their learning.  Learner participation will be evident through pupil voice and interactions. | £7,122 |
| * Learners will have increased opportunities to enjoy and choose from a wide variety of resources to support their learning. * Cater for a wide range of learning styles. * Improved access to facilities and resources readily available with increased engagement. * Make use of outdoors for learning. * Children will have improved physical fitness, mental health and self-esteem. * Opportunities for leadership in learning.   Opportunities to develop gross motor skills and self-confidence. | Use The Environment Tool and The Circle to self-evaluate indoor and outdoor environments.  Enhance spaces to play and learn through development of resources.  Visit other establishments to share positive examples of resources and space. | Termly  (All staff)  Aug – June  (All staff)  Visits to be arranged Oct – May  (All staff) | Completed self-evaluations using The Environment Tool and The Circle  Plans for improvement  Observations of environments  Interactions with space, resources and staff  Environments developed based on observations and learner interests  Floor books | Improved child led environments  Almost all learners will have achieved appropriate level  Learners will be engaged in their learning and interacting positively with learning environments |  |
| All learners participating in a range of progressive and creative learning experiences which are clearly part of the curriculum.  Quality and consistent learning experiences delivered through use of PLA framework  Development of pupil confidence in metaskills and application of play based learning  Children able to confidently verbalise their achievements in learning and next steps | Use framework from PLA to plan for play at Early Level  Opportunities for personalisation and choice through forward plan  Tracking and monitoring meetings to discuss individual learners, levels of achievement, next steps  Assessment calendar  Moderation opportunities at school and cluster level | Aug - June  (All staff)  Termly  (SLT and staff)  As required  Termly  (All staff) | Attainment and achievement data  Focus groups (learners, staff, parents)  Staff and SLT discussions around planning, tracking and monitoring  Cluster based discussions to support colleagues in development of understanding and skills | Almost all learners will have achieved appropriate level  Staff feel upskilled and better equipped to support personalisation and choice through play based learning  Raised attainment in literacy and numeracy  Improved quality of learning opportunities |  |
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| **PRIORITY 2 – Literacy & Numeracy Across Learning** | | | | | | |
| **Strategic Objective:**  **Further develop our creativity in planning to ensure a range of interdisciplinary experiences whereby literacy and numeracy skills can be developed and applied in engaging contexts.** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  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.  Upon reflection and self-evaluation, coupled with management observations of planning and pupil voice consultation processes, we have noticed that we have become increasingly discrete in our teaching post-Covid. This has led to a reduction of cross-curricular learning experiences.  Whilst our attainment data remains strong, we feel that learner engagement and motivation, as well as achievement could be improved by increasing the creativity in our planning and ensuring pupils have a range of experiences and opportunities to apply and develop skills.  We believe that this will work in tandem with our commitment to increasing the range and frequency of outdoor learning experiences across the school, with our continued exploration and implementation of play pedagogy and our work to enhance our digital learning.  We believe that the impact of this will be reflected in the children’s HWB/Bounce Back questionnaires and pupil voice, as well as in their attainment data and within staff planning and evaluations. | | | | | | |

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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 £* |
| Through an increase in the creativity in planning and the diverse nature of experiences, learners will:   * Have a positive and motivated attitude towards learning. * Develop imagination, curiosity, creativity, problem solving and enthusiasm. * Build their resilience and persistence. * Foster cognitive growth * Develop social and emotional skills. * Improve literacy and numeracy.   Cater for a wide range of learning styles.  Learners will have a positive attitude to school and their learning. | Increase the application of literacy and numeracy across learning.  Make this more explicit within forward and weekly plans and agree consistent approach amongst all staff.  Deliver observed lessons to share good practice.  Ensure that we are catering for a variety of learning styles through diversity of experiences.  Deliver observed lessons to share good practice. | SLT / CTs  (Aug – Apr)  SLT/CTs  (Aug – with reflection and adaptation if needed May).  SLT / CTs  (Aug – June as per monitoring calendar)  SLT / CTs  (Aug – June)  SLT / CTs  (Aug – June as per monitoring calendar)  SLT (Aug – June as per monitoring calendar) | SLT observation of planning documents, as well as records of professional dialogue during termly planning/attainment meetings and teacher reflections.  SLT / peer moderation of planning documents.  SLT/peer observed lessons and professional dialogue/feedback.  CT/SLT discussion during termly planning/attainment meetings.  SLT/peer observed lessons and professional dialogue/feedback.  Pupil focus groups. |  | **£2,000** |
| Development of pupil confidence in metaskills and ability to identify those that are being applied.  Children able to confidently verbalise their achievements in learning and next steps. | Teach metaskills explicitly, ensuring children have a clear understanding of the skills they are developing and applying and how this will benefit them both now and in the future.  Ensure children can identify their achievements, break down their learning and identify next steps. | SLT / CTs  (Aug – June)  SLT / CTs  (Aug – June) | CT/SLT discussion during termly planning/attainment meetings.  Learner participation will be evident through pupil voice and interactions within observed lessons, focus groups and on self-peer assessment and personal evaluations in jotters/on Seesaw.  Seesaw – pupil evaluations of own learning targets. |  |  |
| Raise attainment in Literacy and Numeracy | Give children a variety of opportunities to develop and apply their skills – teaching these explicitly and encouraging the links to be made between transferrable skills. | SLT / CTs  (Aug – June) | Attainment data showing almost all learners achieving appropriate levels.  Evidence of pupils with SfL targets making progress appropriate to their stage of development. |  |  |

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| **PRIORITY 3 – Digital Learning** | | | | | | |
| **Strategic Objective:**  **To develop our use of digital technologies to ensure high quality, diverse, forward-thinking and skills-focused learning experiences are offered to our pupils. This will develop creativity, provide a sense of achievement and raise attainment across the curriculum. Pupils will develop a range of highly-desirable skills which are transferable to the world of work.** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
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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.  Staff self-evaluation has highlighted that we would like to further develop our practice within digital learning, ensuring that we are teaching our pupils a range of transferable skills that will benefit them in the future, within learning, life and work. We aim to develop a progression of skills that will give our children a range of high-quality learning experiences and equip them with skills to enhance and showcase their learning across the curriculum. Pupil voice supports the development of this aspect of the curriculum. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners and their families will have a clear understanding of the school’s approach to digital learning and pupils will work through a cohesive and progressive curriculum to develop and apply skills. | Maintain staff working party who will finalise our Digital Learning Policy and progression pathways based upon the CfE benchmarks.  Maintain effective use of social media and Seesaw to share children’s learning and achievements within digital technologies with all stakeholders. | Aug – Dec  (CT Working Party)  Aug – June  (CTs)  Aug – June (SLT) | Policy documents and planners created, as well as records of staff evaluations of these.  Professional dialogue held during termly planning and attainment meetings.  Teacher reflections and evaluations of planning.  Pupil and parent voice from focus groups and questionnaires. |  |  |
| Pupils will benefit from high-quality learning experiences from practitioners who are increasingly confident in delivering learning experiences to develop digital literacy.  Pupils will be able to develop and apply their skills in a range of engaging and creative interdisciplinary contexts. | Implement CLPL calendar for staff based upon the results of the audit completed at the end of last session.  Formalise process for sharing good practice and include as standing agenda item during staff meetings.  Integrate use of digital technologies across the curriculum, creating bundles and sharing good practice. | Aug – June  (Working Party/CTs/SLT)  Aug – June  (SLT) | CLPL calendar created, staff evaluations of the session and reflections of applied learning during professional dialogue within staff meetings of planning/attainment meetings.  Minutes from staff meetings  Professional dialogue held during termly planning and attainment meetings. |  |  |
| Continue to promote the importance of digital literacy within the World of Work and ensure our pupils are empowered to develop and apply their skills. | Continue to welcome a range of guest speakers, expert-led workshops and placements that showcase this and support pupils to develop their skills.  Maintain our Digital Leaders Pupil Leadership Group to ensure that pupils are upskilled appropriately and used to support their peers effectively. | Aug – June  (JT / SLT)  Aug – June  (JMcD / SLT) | WoW calendar.  Pupil voice from Seesaw / social media / focus groups following these.  Minutes from Digital Leaders Pupil Leadership Group meetings. |  |  |
| Alongside the commitment to skills development, ensure that children have the knowledge and understanding of technology and how to keep themselves safe in an increasingly digital world. | Maintain commitment to explicit teaching around Internet Safety/Cyber-Security. Include in GTKY lessons at start of term and continue to deliver regular in-class reminders and lessons around this topic and work effectively with existing partners e.g. Campus Police Officer and FLT to deliver workshops to pupils and parents. | Aug – June  (CTs / SLT)  Aug  (HT) | Social media / Seesaw to share experiences and pupil evaluations of targets within these areas.  Year planner to include examples of this. |  |  |
| Children will recognise and celebrate their progress and achievements within digital literacy. | Collate evidence to support our pursuit of the Digital Schools Award. | April – June  (Working Party / SLT) | Self-evaluation and evidence docs to support application for Award.  Feedback from assessors on progress. |  |  |

**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:** | | | Stephanie Fisher | | |
| **Carry forward:** | £1,121 | **Total Allocation:** | £14,040 | **Total:** | £15,161 |

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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? |
| Social alienation within playground.  Promotion of social skills involved in collaborative play e.g. turn-taking, sharing and communication. | Higher-quality play experiences outdoors and an improvement in social skills as they share these toys and communicate with others. | Consult with pupils to purchase resources that interest them and implement within playground. Older pupils may be utilised to show younger pupils how to interact with resources effectively. | HT – Aug. | £300 Playground Games | Pupil Voice gathered as part of Pupil Council Leadership group / SHANARRI consultation process at Assembly. |  |
| Focus on P4 Writing and Maths and P7 Writing and Maths. | Higher proportion of CA time within P4-7 to close attainment gap within upper school. | One additional day of CA time to supplement availability within upper school. | HT – Aug. | Approx. £5000 | Improved data within these cohorts.  Evidence of impact within professional dialogue at termly attainment meetings. |  |
| Prevent poverty / cost of living impacting P7 pupils’ residential experience. | High quality outdoor learning / residential experience for all pupils. | Subsidise cost of Arran residential trip for those in need. | HT – June. | £739 | Percentage of pupils attending their residential experience. |  |
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