

**Education Directorate**

**St. Peter’s PS & EYC**

**Improvement Plan**

**2024-2025**





**Vision, Values and Aims**

**Faith**

**Safe**

**Resilient**

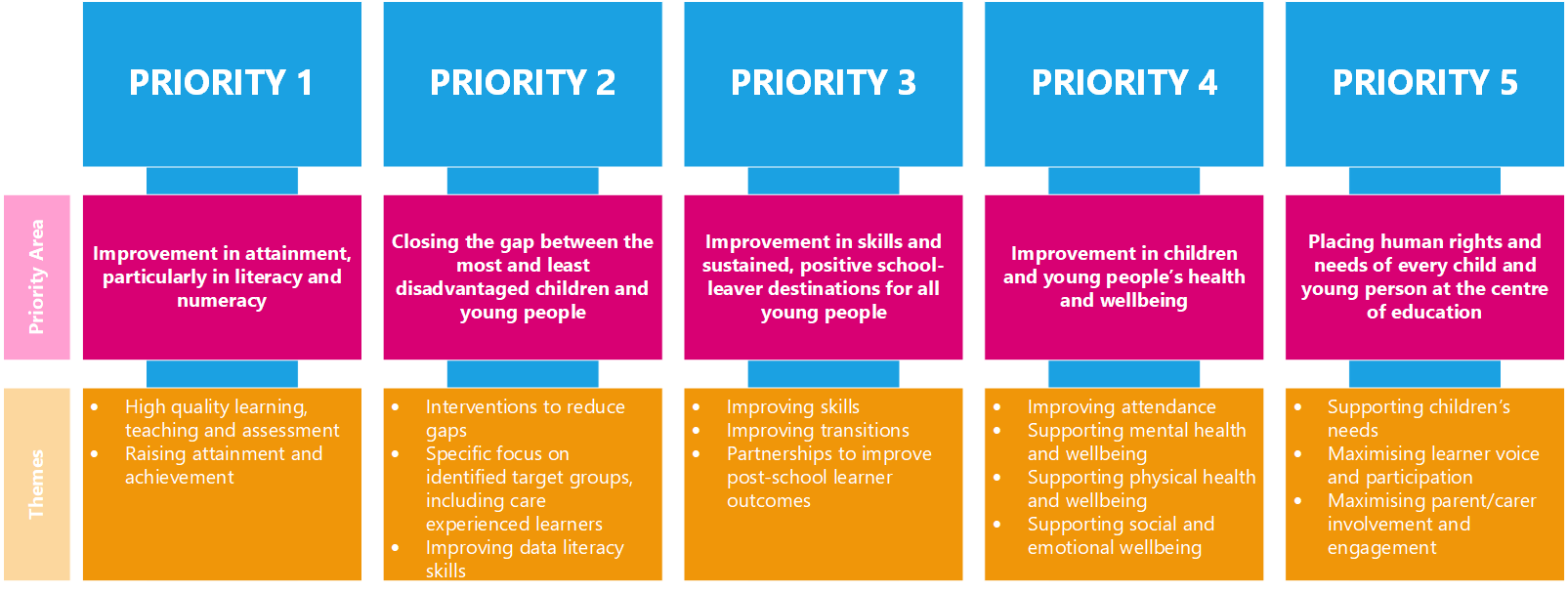
**Inclusive**

**Kind**

**St. Peter’s is a safe, loving and ambitious place of learning.**

**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:**  To develop as a community of faith and learning within our schools and across the Deanery. | | | | | | |
| **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.  *“The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and*  *o­ffering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.”*  Charter for Catholic Schools in Scotland  Following the appointment of Bishop Frank, we were called as a Deanery to meet with fellow practitioners from across the Diocese where we reflected on our Catholic Mission on the wellbeing, equality and inclusion of pupils and our collaborative and partnership work.  Our Catholic communities are going through times of change and challenge, including staff, parental engagement, changes within the Deanery and most importantly the needs of our children. As Catholic leaders, we are committed to embedding the Mission in our everyday lives with:   * A commitment to support the continuing professional and spiritual development of staff. * A commitment to ecumenical action and the unity of Christians. * The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and how to apply them in life. * A commitment to the spiritual formation of the school community through the shared experience of prayer and liturgy, and in partnership with local parishes. | | | | | | |

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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 experience an integrated education which encourages the formation of the whole person, where staff, Parish and parents have a shared common goal. | Communicate with families and consult them on a variety of aspects on learning and teaching through:   * Invitations to school and Parish events * Consultation- opportunities (surveys, discussion groups, etc.) * Communication (newsletters, social media, etc.)   Creation of surveys at Cluster Meeting.  Use Catholic Education Week to revisit and promote our vision, values and aims. | Various times throughout year  Sept ‘24  May ‘25  May ‘25  Sept ‘24  Nov ’24 | Analysis of survey data and next steps identified.  Vision, values and aims are aligned with Catholic Charter:   * Pre and post Microsoft Forms – Developing in Faith questions * Pupil focus groups based on HGIOURS   Collation of Cluster data.  Revised Vision, Values and Aims which reflect Gospel Values. |  | £0 |
| An inclusive ethos which aims to honour the life, dignity and voice of each person.  All stakeholders working in partnership to provide positive learning experiences enabling everyone in school community to reach their full potential.  We will all be committed to ensuring that everyone connected with our school feels warmly welcomed and a valuable part of the community, which will have a positive impact on children’s lives. | Following a process of discussion and reflection, we will have a clearer understanding of how inclusive we are as a school, how we honour the life, dignity and voice of each individual:   * Moderate Promoting Positive Relations policies in line with Gospel Values * SLT observations to include focus on ethos, dignity, respect and inclusivity * Survey for all stakeholders * Pupil voice groups | 4 times per year  Sept Cluster Meeting  Cluster HTs  Termly  Cluster HTs  Term 1/Term 3 parents’ night  Sept Cluster Meeting  Cluster HTs  Termly  Cluster HTs | High quality interactions and observations between all staff and pupils as evidenced in overview of observations.  Revised Promoting Positive Relationship policies which reflects a commitment to an inclusive, dignified community and reflect our Gospel Values.  Question “How Nurturing is Our School?” at parents’ night.  PASS results/return to school survey |  | £0 |
| A commitment to support the continuing professional and spiritual development of staff in order to develop a community of faith and learning for our children.  Clearer understanding of what it means for staff to teach within a Catholic community.  Though participation in CHAPs conference and Good Shepherd Leadership pathway, HTs will increase their capacity as leaders of the Faith, share experiences and develop networks across the Catholic community. | We will use the Good Shepherd Leadership Pathway journal to explore a personal and collective reflection with colleagues in school and within our  Deanery by:   * Using professional directed reading Covey 2012 “Perceptions of Catholic Identity” * Work collectively as a Deanery to gather views, recognise and share views on key features within our schools   Staff will engage in purposeful activities with a range of Church and Faith community partners:   * Cluster Masses * Parish based activities * School Masses * Bishop Frank to be invited to events within Deanery * SLT to attend CHAPs conference * SLT to attend Good Shepherd Leadership pathway online journal and network for SLT * Standing item at cluster HT meeting   Promote a culture of health and wellbeing for all staff which includes approaches such as:   * Wellbeing walk and reflection in groups with specific questions | Sept In-service Day  All teaching staff  3rd/4th Oct ‘24  Various times throughout year  Various times throughout year  May In-service Day  All teaching staff | Pre and post questionnaire to ascertain views of perceptions of Catholic identity.  Jam board based on questions from The Good Shepherd Leadership Pathway journal, Relational Leadership: Reflective Journal (AUGUST – collective response.  Cluster strategic impact statement from participation in CHAPS & Good Shepherd Leadership Pathway.  Staff self-evaluation on wellbeing walk to identify strengths, learning and next steps. |  | £0 |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  To increase pupil participation within and across our schools and early years classes.  UNCRC articles 12, 13, 15, 17, 28, 29, | | | | | | |
| **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**   * To create the right culture for meaningful learner participation in self-evaluation and school improvement activities thus impacting on pupil participation levels. * To create opportunities for children to influence approaches taken to learning, teaching and assessment thus impacting on the curriculum on offer. * To implement the Young Leaders of Learning programme, developed by Education Scotland, to give children and young people an increasing say in their education and their schools, building upon the UNCRC Rights of the Child and meta-skills.   School review/HMIe feedback/school context input as necessary (related feedback to learner participation and children as leaders of their learning). | | | | | | |

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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 £* |
| All staff and children will work together to evaluate a range of aspects of school life including teaching and learning (QI 1.1)  All pupils participate in self-evaluation from HGIOURS: Theme 2, Our Learning and Teaching (page 12). Pupils will have the opportunity to ask questions, answer questions, provide feedback leading to positive change. | * Staff and children will self-evaluate their understanding using the Participation Mapping Tool      * 4 arenas of Pupil Participation to be completed by staff and each class. * HGIOURS feedback collected from each class | * 23rd Sept In-service (staff) * 23rd Sept In-service (staff) * Week beginning 26th Sept (pupils) * August to September | * Self-evaluation: Participation Mapping Tool (pre and post assessment completed by staff and pupils) * 4 arenas of pupil participation used to identify key strengths and areas for development * HGIOURS feedback collated from each class and high level messages shared, next steps developed and evaluated |  |  |
| Staff increased confidence in their understanding of North Ayrshire’s policy on Learner Participation ensuring greater consistency and opportunities for our children. This will empower children to participate and use their voice, make them feel valued and listened to, and see themselves as the change makers in our schools. | * Learner Participation policy staff focus & methods of participation (7 Golden Rules) * Staff complete ‘Readiness checklist’ and develop a learner participation framework for implementation | * 23rd Sept In-service (staff) * 23rd May In Service (staff) | * Written feedback from staff:   + staff identify the main aspects of the policy   + key take-away points   + potential impact identified from the policy   + challenges raised from the policy (CLPL required to support implementation in practice?) * Pre and post readiness checklist and mapping tool completed, analysed and high level messages gathered and shared. * Staff evaluate the impact of learner participation framework on school development |  |  |
| P6 pupils will have increased understanding of the role of a Leader of Learning and the meta-skills required to fulfil this role. Pupils will be able to transfer their meta-skills across the curriculum. Pupil awareness of role profile shown through pupil interviews.  Four P.6 pupils will be selected and trained as Young Leaders of Learning (YLL). Children will become familiar with the language and processes of school improvement and will contribute to evidence gathering and reporting.  Pupils will have opportunities to develop their meta-skills in relation to their leadership role.  Pupils will take lead roles in taking forward lead actions from the peer school visits.  YLL pupils will show an increase in understanding of importance of pupil participation as part of school development and will showcase their learning on a display board within the school and will share their YLL journey at a whole school assembly. | * P.6 pupils create success criteria (including meta-skills) for Leaders of Learning role profile   Cluster schools in pairs:   * St. Anthony’s & St. John’s * St. Bridget’s & St Palladius * St. John Ogilvie & St. Marks * St. Luke’s and St. Winning’s * St. Peter’s and St. Mary’s * Early Years: St. Luke’s, St John’s, St. Peter’s and Castlepark   Cluster meetings: Learner participation will be a standing item   * Children from P.6 are asked to apply for the Young Leaders of Learning role. Four children are chosen from each school. * All P.6 Leaders of Learning will be trained using the @sparqs\_scotland materials. * Each pair of schools will host. Three sessions should be planned: half day in each school (this can be on the same day) and one day in each school. YLL visits. Focus questions will be agreed in advance to ensure consistency. * Pupils will take part in self-evaluation using HGIOURS: Theme 2, to explore what is working well, areas for improvement and work together to devise a short action plan. * Ideas for YLL visits: pupil focus groups: buddies and peer mediators, tour of the school, look at pupil work (ensure no identifiers), looking at displays, meet PSAs, look at school website and/or social media, participate in a learning walk, outside at break-time, look at school handbook and the school’s vision, values and aims and a walkthrough (if agreed by staff). * Children will meet will meet with the SMT to discuss how pupils will implement and evaluate their action plan to bring about school improvement. The vision for the implementation of the plan is to involve a wider pupil group. | * September to October 2024 * September to October (before October holidays) 2024 * Training will take place week beginning 20th October 2024 TBC * TBC (visits to be completed in term 2) * Complete self-evaluation and action plan during visits in term 2. * Term 2 during visits * SMT meet with YLL pupils in term 2 after school visits to implement action plan and evaluate in terms 3 and 4. | * Evidence from P.6 activity on the role of YLL (posters). * Evidence of application forms and interview notes for YLL positions * Job role profile (created by pupils) * YLL pupils will receive a (digital) journal to record their notes, feelings and thoughts throughout the journey * Pupil feedback on questionnaire related to the training and impact * Pupil voice gathered at the end of each YLL session by SMT on impact of this initiative * Pupils complete their journal after each visit. * Pupil voice collated and shared with paired school (on agreed format) * Evidence of feedback, action plan and implementation guide * A variety of evidence gathered during visits * Pupil journals to evidence learning journey * Action plan and implementation plan, including evaluation. * Display boards within school re: YLL journey * Evidence of showcase to the whole school e.g. PPT slides or photographs |  |  |
| Children to continue experiencing a range of leadership opportunities in class and across the school. | * EXEMPLARS linked to Sustainable Development Goals, UNCRC and meta-skills (the following are suggestions): * P.1 and 2: RSPB Award: Wild Challenge Award * P.3 and P.4 Keep Scotland Beautiful: Pocket Garden * P.5 Fairtrade/Global Goals Award * P.6 Young STEM Leaders/ Be You Ambassadors * P.7 John Muir Award/ Pope Francis Award   Overall, this links to Laudato Si Award and Rights Respecting Schools and Fairtrade Awards. As a whole school, STEM Nation Award may be considered over the course of 3 years – this would incorporate YLL. | * Ongoing throughout the year | * Pupil participation tracked on the school’s wider achievement tracking system * Pupil participation levels measured on a modified Leuven Scale * Accreditation certificates and reports * Pupil showcasing learning e.g. Learning Cafes, class assemblies, local newspaper, X (formerly Twitter) |  |  |
| Whole school focus on Learner Participation:  Children will have the right to shape their education across the four arenas of Learner Participation (children leading their learning). | * Action plan devised for each school – specific to each school related to the four arenas of learning: * Decision Making Process * Opportunities for Personal Achievement * Learning, teaching and assessment * Connection with the Wider Community | * September 2024 to May 2025 | * Pupil and staff evaluation of the action plan * Increased learner participation through greater focus on the 4 areas of learning as evidenced in class trackers |  |  |
| STEM Leader  Young STEM Leader Programme:  -pupils will develop an awareness of and will actively challenge STEM stereotypes. | * HTs attended a YSLP on 21/05/24 information session. * Staff to attend tutor assessor training and develop a network with other staff delivering YSLP level 2. | Completed  18 Sep 2024 |  |  |  |
| -pupils will be given opportunities to develop and lead STEM learning in the school community.  -pupils will identify and develop Meta-skills required effectively prepare and lead STEM learning activities.    -pupils will show an increased awareness of STEM careers. | * YSLP level 2 will be delivered to P6 pupils. * STEM pupil measurement tool and focus groups interviews with YSLP learners to measure baseline STEM aspirations and stereotype bias.     Option: Tim Dreyer to work with staff to showcase the second level science framework, including activities that could be used by learners to lead a STEM learning activity.  Option: Where needed, Tim Dreyer can work with staff to support use of the STEM Ambassador portal increase pupil awareness of and engagement with STEM careers. | Completed and verified by June 2025 – to be completed prior to beginning YSLP programme.  Tim Dreyer – timescale as directed by school.  Tim Dreyer – timescale as directed by school. | * Number of pupils achieving YSLP level 2. * Post YSLP pupil measurement tool and focus group interview data will show a greater awareness of STEM stereotypes and an increased number of pupils self-selecting into STEM as a career path. * Pupil evaluation and feedback will be used to demonstrate pupil awareness of Meta-skills they are developing through the YSLP.   Option: Pupil feedback will be used to show evidence of impact of STEM Ambassador visits.  Option: Parent feedback if pupils run STEM sessions for wider school community. |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  To develop high quality assessments across all levels. | | | | | | |
| **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**   * To create and develop high quality assessment through a holistic approach * Increase staff confidence and knowledge of high quality assessments. * Develop a consistent approach to planning for high quality assessments. * Assessment information and data consistently used to shape, track and develop next steps in learning, improving attainment for all. | | | | | | |

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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 £* |
| Staff will become skilled and confident in planning for high quality assessment. Learners will experience a consistent approach to assessment. | * Staff will self-evaluate current practice using NAC F02 * Staff will engage with the Learning, Teaching and Assessment Cycle when planning quality learning experiences. * NAC Learning , Teaching and Assessment F02 will be used as a tool to develop St. Peter’s policy | Term 1  Term 1-4 | Forward Plans  Weekly Plans  Termly Evaluations – increased staff confidence evident |  |  |
| Pupil participation and engagement will increase across all curricular areas through target setting. | * Pupils will participate in self-evaluation using HGIOurs. * Children can discuss, reflect and articulate their learning and next steps. | Termly | PASS  Pupil Focus Groups  Learning Circles |  |  |
| All teaching staff will have increased knowledge of bundling Es & Os to improve the learning experiences for all pupils.  Pupils will be involved in planning for cross-curricular learning using the Es & Os. | * All teaching staff will self-evaluate their understanding of CfE Levels * Collegiate time will be timetables for professional dialogue * A cross curricular approach will be evident in weekly planners, forward plans and evaluations, including pupil voice. | Term 1  Term 1-4 | Class teacher self-evaluation  Weekly plans  Pupil voice – learning circles – SLT HGIOurs activities  Evidence of cross-curricular learning seen in photos across the school year.  Class observations |  |  |
| Assessment data is analysed and used to identify appropriate next steps for all learners. | * Collegiate CLPL on utilising standardised assessments. * DHT – Attend Education Scotland DHT Leadership course –Session 3: Analysing Data * Staff will meet with SLT for tracking & monitoring professional dialogue. * Class teachers will meet with pupil support assistants to discuss next steps for learners. * All stakeholders will analyse data and identify next steps. * All staff will update trackers termly and when required across the school year. | Term 1 – collegiate timetable  Term 1-4  Termly  Termly  Ongoing | Staff will use assessment data to give effective feedback and to plan next steps in learning.  Learners will become more confident to discuss and articulate their next steps/targets and share these with their families termly.  Learners’ needs will be met – increasing attainment and achievement.  Staff will use data to track progress and to inform targeted interventions and evaluate the impact of these. |  |  |
| Strengthen the professional capacity of all teaching staff to ensure high quality teaching lessons are planned and delivered across all curricular areas. | * Staff will share practice, reflect and engage in professional dialogue to aid peer assessment and support. * All staff will work collegiately to support peer observations across a level. * Moderation opportunities timetabled within collegiate calendar. * Staff will engage in professional learning in HGIOS/HGIOELC & FO2 to develop a shared understanding & consistent approach to high quality learning and teaching and assessment and how that looks in St. Peter’s PS. | Collegiate calendar | Data – comparison of SNSA, GL Assessment  ACEL Data  Identify trends when analysing data which will be used to consider next steps  Staged Intervention Targets & Evaluations |  |  |

**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:** | | | Susanne Dunne, HT | | |
| **Carry forward:** | £0 | **Total Allocation:** | £41,100 | **Total:** | £41,100 |

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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? |
| Nurture support. | Learners will have the opportunity to have support in a safe space from staff whom have received nurture training. | Staff member will liaise with class teachers. Targeted interventions will complement those which the PST is implementing. | PSA will lead and report to HT across the school session | £22,355 | Target setting from SI, Boxall data and PASS surveys  Pre and post data will be collated |  |
| Support for learners off track and exceeding. | Learners will receive targeted support. | Following data analysis PSA will be deployed to support learners. | 2024-25 HT will direct PSA | £4,471 | Pre and post data will be collated |  |
| Nurture support and support for children off track. | Learners will be supported in nurture and targeted interventions to raise attainment. | As above. | 24-25 HT will direct PSA | £8,649 | Pre and post data will be collated |  |
| Resources to support outdoor learning, numeracy and literacy. | Learners will have access to additional resources to support specific areas of the curriculum. | Reading scheme to complement current books will be purchased.  Outdoor learning resources will be purchased to support all children.  Manipulatives for numeracy will be purchased to support learners. | HT/DHT | £7000 | Observations  Pupils focus groups  Pupil Council |  |