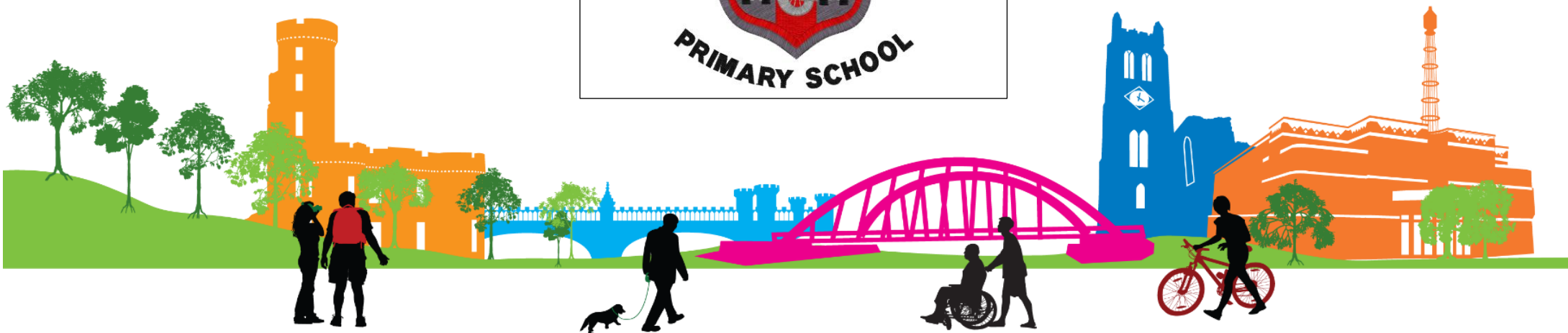




North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

**Education Directorate**  
**West Kilbride Primary School**  
**Improvement Plan**  
**2024-2025**



### Vision, Values and Aims

**Our Vision! The Very Best!**  
The very best for your child to achieve  
their very best!

Here is what we value!



### Community

Listening and working with our community to support our children. Encouraging our children to become responsible citizens and actively contribute to the life of the school.



### Challenge

Providing learning experiences that encourage all our children to reach their full potential and become successful learners.





### Nurture

Ensuring that children are happy and safe. That they learn skills to enable them to become confident individuals.

### Inclusion

Providing a learning environment where everyone's needs are met. Ensuring everyone feels included and are given opportunities to become effective contributors.



Created by pupils, parents and staff

#### **Our Aims:**

At West Kilbride Primary School and Early Years Class we aim to promote high achievement and learning for life by encouraging pupils and staff:

- to promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence
- to equip our children with the skills to become successful learners, confident individuals, responsible citizens and effective contributors in society.
- to foster an open and positive partnership with parents which promotes well being and respect for the school community.
- to provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.

### 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- To raise attainment in Literacy and Numeracy across the school.

#### Strategic Objective:

*What do you we want to specifically achieve across your school/department/EY centre?*

Writing attainment to improve by 10% across P4 and P7 cohort.

Increased Class Teacher understanding of Listening and Talking Benchmarks, with clear progression evident within Learning and Teaching.

Reading attainment to improve by 20% within P5.

Numeracy Attainment to improve in P7 by 10% and across P1-7 combined by 5% overall.

#### 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

##### HGISO & 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

# NORTH AYRSHIRE COUNCIL: EDUCATION

## School/EYC Improvement Plan 2024-25

### 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.

- Within Writing, we are expected to be above LA average for attainment in P1 for 2023-2024, which demonstrates the success in our new approach to Writing. However, further support is needed in P4, P5 and P6 for the 2024-2025 academic year.
- Informal professional dialogue with staff suggest they are unsure of teaching progression and assessment processes for Listening and Talking, particularly at Early Level.
- Reading attainment was poor for the 2023-2024 P4 cohort according to ACEL data, which demonstrated only 49% of pupils were on track with their learning within this stage.
- 7 pupils were one marker off track for Numeracy (1B) within our 2023-2024 P6R class and some could be brought 'on track' with additional support measures. Numeracy attainment improved during 2023-2024 but has the potential for continued growth, particularly across P2-P7.

### 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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
A further 10% of our learners within P4 and P7 will be 'on track' with their attainment in Writing, with a fuller understanding of the structure of each text type within PM Writing, taught according to stage.	<ul style="list-style-type: none"> <li>• Staff will deliver PM Writing lessons as outlined within new IDL framework.</li> <li>• Further online PM Writing training online with Stephen Graham.</li> <li>• Creation of new Literacy planners to ensure breadth and progression within</li> </ul>	<p>August 2024- June 2025 Class Teachers</p> <p>Sept 2024- Jan 2025 Head Teacher</p> <p>June 2024 Literacy Workstream</p>	<p>ACEL data will demonstrate improvement in Writing attainment. Lesson observations will highlight areas of emergent good practice and next steps.</p> <p>Exit passes will demonstrate staff confidence and competency.</p>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<p>the curriculum and clear links to PM Writing programme, PM Oracy programme and Big Cat Reading.</p> <ul style="list-style-type: none"> <li>In-house writing moderation activities.</li> <li>Key CA staff to participate in Literacy training @ PLA</li> </ul>	<p>Term 2 (Oct-Dec 2024) Literacy Workstream</p> <p>Nov 2024 PLA</p>	<p>Moderation activities will demonstrate accurate assessment by a competent staff team, alongside any skills gaps.</p> <p>Exit passes will demonstrate staff confidence and competency.</p>		
<p>Pupils will benefit from increased opportunities to participate in well-structured and progressive lessons with a Listening and Talking focus. More robust assessment processes will ensure children receive appropriate support to progress. They will benefit from progression within Listening and Talking lessons, resulting in higher quality learning experiences.</p>	<ul style="list-style-type: none"> <li>Targeted PLA intervention focussing on Oracy development across P1-7.</li> <li>Effective use of PM Oracy through provision of resources and training</li> </ul>	<p>Term 1 (Aug-Oct 2024) PLA</p> <p>Term 1 (Aug-Oct 2024) PLA</p>	<p>Baseline and post-intervention assessment data.</p> <p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Classroom observations</p>		
<p>A further 20% of our P5 pupils will benefit from being 'on track' with their learning within Reading. Targeted intervention work will lead to improved pupil confidence and fill foundation level skills gaps.</p>	<ul style="list-style-type: none"> <li>Targeted staff will benefit from Boosting Reading training, supported through both training and implementation by PLA</li> </ul>	<p>Nov 2024 PLA</p>	<p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Data from termly tracking meetings and Seemis</p>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>• Boosting Reading will be delivered to 16 identified pupils within P5.</li> <li>• Additional Big Cat books will be purchased to ensure pupils are supported to read at an appropriate level, progressing at a pace informed by robust assessment processes.</li> </ul>	<p>Term 1 (Aug-Oct 2024) HT/DHT/PLA</p> <p>August 2024</p>	<p>Improved attainment data within P5 Reading will be gathered within termly tracking meetings and at the end of the academic year. Progress should be evident by the majority of pupils in receipt of intervention.</p> <p>Pupils who are off-track with reading attainment will be able to continue working at the correct level within Big Cat due to increased provision of resources, eliminating the need for sideways progression programmes. This will be evident from Literacy planning documents.</p>		<p>£550</p>
<p>An additional 10% of pupils within P7 will benefit from being 'on track' with Numeracy attainment, with an additional 5% of learners across the school also meeting expected Benchmarks through a more consistent approach to Numeracy planning and delivery and use of a wider range of teaching resources. This will result in improved pupil and staff confidence.</p>	<ul style="list-style-type: none"> <li>• Numbersense intervention delivered by the PLA, targeting 8 identified P7 pupils.</li> <li>• Key staff to be trained in Numbersense strategies by PLA during Term 1 to ensure intervention can be delivered to further targeted groups across all stages.</li> </ul>	<p>Term 1 (Aug-Oct 2024) HT/PLA</p> <p>Term 1 (Aug-Oct 2024) HT/PLA</p>	<p>Improved attainment data within P7 Numeracy. Progress should be evident by the majority of pupils in receipt of intervention. Baseline and post-intervention assessments.</p> <p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Pupil views pre- and post-intervention will be captured to evidence progress made.</p>		



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>Implementation of the 2nd Level planning documents based on NAC Numeracy planners.</li> <li>All 2nd Level Teaching staff to attend 'Introduction to the Second Level Numeracy Framework'</li> <li>Key CA staff trained in Numeracy Training @ PLA.</li> </ul>	<p>August 2024 Class Teachers</p> <p>18<sup>th</sup> Feb 2025 (inset day) P5-7 Class Teachers</p> <p>19<sup>th</sup> August 2024 PLA</p>	<p>Planning moderation within quality improvement cycle should reflect high quality lesson planning and consistency of approach.</p> <p>Exit passes will gather staff views regarding improved practice/confidence.</p> <p>Exit passes will gather staff views regarding improved practice/confidence.</p>		
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### PRIORITY 2- To incorporate Play pedagogy within P1 and 2 and create opportunities for enquiry-based learning within P3-7.

#### Strategic Objective:

*What do you we want to specifically achieve across your school/department/EY centre?*

Staff to be more confident in planning, assessing and observing play.

Play to be embedded within Primary 1 and Primary 2.

Pupils within P3-7 to benefit from increased opportunities for enquiry-based learning.

Children to be able to talk about their learning during play and outdoor learning.

Outdoor learning to be embedded into weekly plans across P1-7 to allow children to develop new skills 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

- 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

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 feel more confident in the programmes of work, planning and assessment tools we now have in use and attainment across the school is slowly and steadily improving. However, lesson observations have identified a lack of play and enquiry-based learning experiences, with more traditional approaches to learning and teaching currently being utilised. Informal discussions with staff have highlighted a willingness to incorporate play-based and enquiry-based learning across the school, provided they are offered support. This will be related to PEF spending given that it will facilitate all learners with the opportunity to experience success across the curriculum.

### PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
By increasing staff knowledge of play pedagogy, children will be able to learn within a play-based learning environment for longer periods of the day, with provocations in place to support and develop learning.	<ul style="list-style-type: none"> <li>Targeted staff in P1 and P2 will visit others schools that have already embedded play to observe play set up, learning opportunities and planning paperwork.</li> <li>Teaching staff will undertake professional reading.</li> </ul>	<p>Dec 2024 HT/Staff Team</p> <p>June 2025 HT/Staff Team</p>	<ul style="list-style-type: none"> <li>Tracking meeting discussions</li> <li>Results of GL assessments</li> <li>Children will be able to talk about their learning taking place during play, recordable within new observation proformas and evident in lesson observations.</li> </ul>		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>New play observation record sheets and planning sheets will be developed to support teaching and learning.</li> <li>Staff to engage in training with Play Pedagogy focus.</li> <li>New resources to be purchased to support play development across the school.</li> <li>Development of middle and upper open areas with timetables to support pupil led enquiry-based learning opportunities for all pupils.</li> </ul>	<p>Dec 2024 Play Working Party</p> <p>May 2025 HT/Scott Gunion/PLA</p> <p>Dec 2025</p> <p>October 2024 Play Working Party</p>	<ul style="list-style-type: none"> <li>Adults will be able to see skills transferring into play areas</li> <li>Use 'How good is our play pedagogy?' assessment tool pre and post improvement journey.</li> <li>Pre and post Leuven Scale on identified children in P1 and P2 to see impact play has had on them</li> <li>Resource Inventory</li> </ul>		£3000
Children will be learning new skills in the outdoor environment on a weekly basis, with evident skills progression.	<ul style="list-style-type: none"> <li>New outdoor progression framework to be developed.</li> <li>New outdoor learning practical resources to be purchased.</li> </ul>	<p>June 2025 Play Working Party</p> <p>June 2025 HT/DHT</p>	<ul style="list-style-type: none"> <li>Planning folders</li> <li>Risk assessments</li> <li>Pre and Post questionnaire for staff and pupils</li> </ul>		£5500

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>Love Outdoor Learning to deliver Outdoor Learning training to all staff.</li> </ul>	<p>May 2025 HT</p>			£1400
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### PRIORITY 3- To refresh whole school approach to developing positive relationships, ensuring the school is safe, nurturing and respectful.

#### Strategic Objective:

*What do you want to specifically achieve across your school/department/EY centre?*

**Nurture Principles applied consistently by all staff to enable pupils feel safe, valued and respected.**

**To support pupils who regularly experience crisis level distress behaviours to manage strong emotions through co- and self-regulation.**

**To encourage pupils to be respectful of their school community, including peers, staff and resources.**

#### 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**  
*Placing human rights & needs of every child & young person at the centre of education*
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

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

##### Care Standards - Care Inspectorate Quality Indicators

*Applicable within all early years settings*

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

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

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

### Rationale for Change

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.

Data showed us that staff knowledge of Nurture Principles was inconsistent, with some staff having had a wealth of training and others having had very little. SLT were being called to support distressed pupils regularly, which is undermining and de-skilling teaching staff. Classroom Observations and Learning Walks identify that classroom and open area spaces can be untidy and children are observed to have little respect for each other or their resources. Several children were experiencing frequent instances of crisis level distress behaviours, which causes both themselves and others to feel unsafe.

### 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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Pupils will be effectively supported to co-/self-regulate when displaying distress behaviours. Instances of crisis-level distressed behaviours will lessen and most pupils will feel safe within their learning environment.	<ul style="list-style-type: none"> <li>Creation of 'The Cove'- a calm, safe environment to promote regulation.</li> </ul>	September 2024 HT/DHT/CAs	<ul style="list-style-type: none"> <li>PASS survey and wellbeing wheel results will be compared from 2023-2024 data to demonstrate impact.</li> </ul>		200
	<ul style="list-style-type: none"> <li>Introduction of 'Zones of Regulation' programme for pupils benefitting from a Positive Behaviour Support Plan.</li> </ul>	October 2024 HT/Ed Psych	<ul style="list-style-type: none"> <li>Comparison of year-on-year instances of crisis-level distressed behaviours.</li> <li>Comparison of year-on-time allocation of pupils receiving internal enhanced provision.</li> </ul>		200

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>Positive Behaviour Support Plans used consistently in supporting dysregulated young people, with all stakeholders consulted.</li> <li>Key staff trained in CALM Theory and Physical Intervention Strategies.</li> </ul>	<p>September 2024 HT/DHT</p> <p>November 2024 (HT/Morven McLean/Lorna Moore)</p>	<ul style="list-style-type: none"> <li>PBSP audit as per Quality Assurance calendar.</li> <li>Staff training database</li> </ul>		
Pupils will feel well supported by a knowledgeable staff team.	<ul style="list-style-type: none"> <li>Delivery of all whole school nurture modules to improve upon staff knowledge of Nurture Principles.</li> <li>Creation of refreshed Promoting Positive Relationships policy to ensure shared understanding of approaches used, in consultation with parents, pupils and staff.</li> </ul>	<p>June 2025 HT/Alice Roper (CT)</p> <p>June 2025 HT/DHT</p>	<ul style="list-style-type: none"> <li>Staff training database</li> <li>PASS data</li> <li>Termly Wellbeing Wheels</li> <li>RRS Surveys</li> <li>Completed policy document</li> </ul>		



## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>Pupils will be respectful of staff, peers and resources.</p>	<ul style="list-style-type: none"> <li>Establish a House system to foster a sense of community and encourage pupils to display school values.</li> <li>Continue to embed RRS teachings across the school in line with our journey to Gold Award.</li> </ul>	<p>September 2025 HT/DHT</p> <p>May 2025 PT</p>	<ul style="list-style-type: none"> <li>Children will be able to say which House they belong to and explain the benefits of the House system.</li> <li>RRS Gold Award</li> </ul>		
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## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

<b>PEF contact - HT or DHT with responsibility for the plan:</b>		Gemma Carson			
<b>Carry forward:</b>	£6598.12	<b>Total Allocation:</b>	£49,000	<b>Total:</b>	£55,598.12

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
Pupils are disadvantaged by an IT hardware and software deficit within the school.	Pupils will have increased opportunities to access the full curriculum through enhanced IT provision with the purchase of iPads, audio books and interactive curricular resources such as BeeBots etc alongside subscriptions which enhance access to the curriculum e.g. Readingwise etc.	IT audit to be complete to identify areas of pressure. List of desired resources created and purchased. Ongoing online intervention programmes supported by continuing subscriptions.	July/August 2024 HT/DHT	£20000		

## NORTH AYRSHIRE COUNCIL: EDUCATION

### School/EYC Improvement Plan 2024-25

<p>We have limited resources to support our disadvantaged pupils diagnosed with Dyslexia. Ongoing assessment practices would support the diagnosis of our pupils with a Dyslexia profile.</p>	<p>Disadvantaged pupils who are diagnosed with Dyslexia will be well supported with a tailored programme to enhance their reading and spelling abilities.</p>	<p>There is a need for more books to support the delivery of our Toe by Toe interventions for these identified pupils.</p>	<p>HT/DHT June 2024</p>	<p>£315</p>	<p>Ongoing Dyslexia screening processes will identify Dyslexic pupils who will then be supported using appropriate intervention programmes.</p>	
<p>Many of our pupils within SIMD 1 and 2 are limited by West Kilbride's geographical location and as such, learning experiences or trip out-with the village are limited.</p>	<p>Learner's will be supported to access a wide range of learning opportunities out-with the local area including festivals, sporting events and learning experiences.</p>	<p>Buses will be paid for by the school for events where it is felt that cost will be a barrier to attendance. Additionally, where there is a family cost to some excursions, school will pay for those families who are not able to.</p>	<p>August 2024- June 2025</p>	<p>£2000</p>	<p>Almost all pupils will be able to experience an out of school learning experience across 2024-2025.</p>	
<p>Many disadvantaged pupils are still identified as being off-track with their attainment.</p>	<p>Pupils will be supported using a variety of intervention programmes.</p>	<p>Classroom Assistant will support with delivery of intervention programmes to ensure they are consistent and comprehensive.</p>	<p>August 2024- June 2025</p>	<p>£5,716</p>	<p>Improved individual pupil data. Improved overall school attainment data,</p>	