



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

Whitehirst Park Primary

Bun-Sgoil Pàirc Whitehirst

Improvement Plan

2024-2025



Vision, Values and Aims

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims:

Ambition - We have high expectations, we believe, we can and we are determined to succeed.

Respect - We are honest and trustworthy. We value others' rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Responsibility - We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Equity - We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Resilience - We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.



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.



NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1a: Strategic Objective: What do we want to specifically achieve across our cluster?

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant to each school's unique context

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:

Extensive self-evaluation across Kilwinning Cluster and in individual schools, with all stakeholders, has revealed:


- Inconsistent learner participation and engagement in learning experiences
- Schools reporting satisfactory/ good evaluations for QI 2.3/2.2 through quality assurance procedures
- Inconsistent feedback from pupils regarding the curriculum on offer, including: challenge, pupil choice, differentiation for learners, outdoor learning use of digital technologies and fun
- Teaching staff have identified collaboration, moderation and focus on the curriculum as areas for next steps as a cluster

We will work together to develop and refine our curriculum offerings, ensuring that they are aligned with national standards and best practices. This will involve sharing resources, expertise, and moderation to ensure consistency and quality across our schools.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1a: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Learners will be active participants and experience a high quality, engaging and challenging curriculum - through a variety of learning experiences.</p>	<p>All staff will participate in CLPL and Moderation activities with cluster colleagues</p> <p>See Kilwinning Cluster Rationale and Cluster Plan in QR code below:</p>  <p>Cluster Plan 24-25</p>	<p>August '24-June'25</p>	<ul style="list-style-type: none"> ▪ Pre-post pupil questionnaires will identify improvements across key themes of engagement and challenge ▪ Pre-post parent questionnaires will identify improvements across key themes of engagement and challenge ▪ Pre-post forms survey baseline Sept '24 on professional standards for teaching staff ▪ Classroom observations will identify pupils are engaged and eager participants in learning ▪ Our curriculum will be engaging and relevant 		<p>£1500</p>

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1b: Strategic Objective: What do we want to specifically achieve across our school?

Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches through an engaging curriculum relevant to our own unique context

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

Extensive self-evaluation through school quality assurance activities with all stakeholders has revealed:

- There has been a focus on Literacy, Numeracy and Health and Wellbeing following periods of school closure. Our attainment data for Reading, Writing, Listening and Talking and Numeracy is now in line with or exceeding levels prior to school closure. We recognise the need to revisit and refresh our curriculum offer and rationale in the wake of changes in society, wellbeing and use of technology since school closure and the pandemic.
- Inconsistent learner participation and engagement in learning experiences
- Inconsistent parental participation, engagement and understanding in/of learning experiences
- Satisfactory/ good evaluations for QI 2.3 and QI 2.2 through quality assurance procedures
- Inconsistent feedback from pupils regarding the curriculum on offer including: pupil choice, outdoor learning, use of digital technologies and fun

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1b: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Learners will be active participants and experience a high quality, engaging and challenging curriculum - through a variety of learning experiences.</p> <ul style="list-style-type: none"> ▪ The curriculum and approaches to learning and teaching will be informed by learners motivations and aspirations ▪ Learners will have agency in their learning with opportunities for personalisation ▪ Staff will be clear on the knowledge and skills that underpin individual curriculum areas and how to use an interdisciplinary approach to planning experiences. 	<p>Curriculum Rationale</p> <ul style="list-style-type: none"> ❖ We will review , Evaluate and Refresh WPPS Curriculum Rationale in line with the Refreshed Curriculum for Excellence Narrative and our local context with all stakeholders ❖ We will update Consistency Guides and polices as appropriate 	<p>Aug 2024- June 2025</p> <p>Head Teacher</p>	<ul style="list-style-type: none"> ▪ Appropriate and creative resources and context are being used. ▪ Evidence of consistent, creative approaches to enhance practice. ▪ Conversations about learning with pupils reveal improved engagement and clear evidence of learners leading learning ▪ Forward plans and evaluations display creative, consistent practice with clear evidence of learners leading learning and development of skills ▪ Weekly Pupil Learning Logs/ Diaries/Reflections show evidence of development of skills. ▪ Improved Teacher professional judgement data and standardised assessment data. 		
<p>Learners will be active participants and experience a high quality, engaging and challenging curriculum with Children's Rights at the centre</p>	<p>Rights Respecting Schools</p> <ul style="list-style-type: none"> ❖ We will apply for RRS - Gold Accreditation by the end of Session 2024-25 	<p>Aug 2024- June 2025</p> <p>Principal Teacher and pupil steering group</p>	<ul style="list-style-type: none"> ▪ Conversations about learning with pupils reveal improved engagement and clear evidence of learners understanding of rights ▪ Forward plans and evaluations display creative, consistent practice with clear evidence of rights embedded in daily learning learners with learners leading learning and development of skills 		<p>£500</p>

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

<p>Learners will be active participants and experience a high quality, engaging and challenging curriculum - through a variety of learning experiences.</p>	<p>OSIRIS Teaching Intervention Peer Coaching</p> <p>Teaching staff will benefit from Professional Learning on Feedback and</p> <ul style="list-style-type: none"> ❖ <i>In-service 23rd September - Feedback, Questioning and Coaching</i> ❖ <i>Collegiate Meeting on Coaching Wednesday 23rd October</i> ❖ <i>Collegiate Meeting on Coaching Tuesday 28th January</i> ❖ <i>Collegiate Meeting on Coaching Tuesday 25th March</i> 	<p>Aug 2024- June 2025</p> <p>Head Teacher</p>	<ul style="list-style-type: none"> ▪ Pre-post pupil questionnaires will identify improvements across key themes - engagement ▪ Pre-post parent questionnaires will identify improvements across key themes - quality of learning and teaching ▪ GTCS self-evaluation wheel form pre-post will increase teacher efficacy ▪ Classroom observations/dialogue will identify pupils are eager participants in learning ▪ Teaching staff PRD will demonstrate increased confidence and implementation of strategies 		<p>£1000</p>
<p>Staff confidence in supporting needs will improve and learners will be well supported to make progress in their learning</p>	<p>Pupil Support Assistants CLPL</p> <p>PSAs will participate in professional learning to upskill them in supporting the needs of learners</p> <ul style="list-style-type: none"> ❖ <i>In-service 19th August - Digital Accessibility</i> ❖ <i>In-service 23rd September - Supporting with play</i> ❖ <i>In-service 26th November - Supporting Learners with Literacy Difficulties</i> ❖ <i>In-service 23rd May - Supported Self Study</i> 	<p>Aug 2024- June 2025</p> <p>Depute Head Teacher</p>	<ul style="list-style-type: none"> ▪ Time to talk meetings will demonstrate an increase in confidence of supporting the needs of learners ▪ Classroom observations/dialogue will identify pupils are eager participants in learning ▪ Attainment data will show that pupils with ASN make progress in their learning 		
<p>Parents/carers will be actively involved in sharing learning events and learners will be well supported to make progress in their learning</p>	<p>Family Learning/Parental Engagement</p> <p>We will develop a calendar of activities for parents/carers to become fully involved in school life and learning</p>	<p>Aug 2024- June 2025</p> <p>Principal Teacher</p>	<ul style="list-style-type: none"> ▪ Pre-post parent questionnaires will identify improvements across key themes - supporting learning at home and understanding progress and organising events where parents/carers can share learning ▪ Collation of attendance at events 		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 2: Strategic Objective: What do we want to specifically achieve across our school?

Ensure our staff have a clear understanding of whole school nurturing approaches and apply nurture principles through promoting positive relationships.

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

- 1.6 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

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities | <ol style="list-style-type: none"> 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources | <ol style="list-style-type: none"> 1.11 Nurturing care and support 1.12 1.2 Children are safe and protected 1.13 Play and learning 1.14 Family engagement Effective transitions |
|---|---|---|

Rationale for Change

We have a wide range of needs within the school and an increasing number of learners who have experienced significant trauma. Our staff has changed since we last visited Nurturing Approaches and there is a need for consistent understanding and approach across the school to implementation of the Nurture Principles and how this complements our Positive Relationships policy.

Extensive self-evaluation through school quality assurance activities with all stakeholders has revealed:

- Inconsistent approaches from staff during lessons
- Inconsistent feedback from pupils regarding how safe and supported they feel in school

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Learners will feel safe and secure. They will develop positive relationships with peers and key staff. They will be able to fully access the curriculum and be supported to reach their potential.</p>	<p>Whole School Nurture CLPL</p> <p>All school staff will participate in Whole School Nurture professional learning.</p> <ul style="list-style-type: none"> ❖ <i>In-service 23rd September</i> ❖ <i>Collegiate Meeting 25th September</i> ❖ <i>Collegiate Meeting 23rd October</i> ❖ <i>Collegiate Meeting 8th January</i> ❖ <i>Collegiate Meeting 12th February</i> ❖ <i>Collegiate Meeting 7th May</i> ❖ <i>Pupil Support Assistant Meetings TBC</i> ❖ <i>Sharepoint for resources/clpl</i> ❖ <i>PSST Seasons for Growth CLPL 23rd ad 24th September</i> 	<p>Aug 2024- June 2025</p> <p>Head Teacher Pupil Support Teacher</p>	<ul style="list-style-type: none"> ▪ Pre-post Whole School Nurture Benchmarking tool ▪ Pre-post RISE and PASS surveys will identify improvements across key themes of feeling safe and supported ▪ Classroom observations will identify pupils are engaged, secure and happy participants in learning 		

PRIORITY 3: Strategic Objective: What do we want to specifically achieve across your school?

To further develop our Gàidhlig Medium Education

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. 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
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- 2.4 Personalised Support
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- 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

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.15 Nurturing care and support
- 1.16 1.2 Children are safe and protected
- 1.17 Play and learning
- 1.18 Family engagement
- 1.19 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

- We are entering our fifth session of our Gàidhlig Medium Provision. The roll of provision has quadrupled and our curriculum rationale needs to be updated to reflect the changing needs of pupils within the provision and to reflect the multi-class, multi-composite nature of the provision. We need to ensure that our provision supports, and is part of, the national Gàidhlig Medium Education strategy and the local and national Gàidhlig communities.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Learners will be active participants and experience a high quality, engaging and challenging curriculum - through a variety of learning experiences.</p> <ul style="list-style-type: none"> The curriculum and approaches to learning and teaching will be informed by learners motivations and aspirations Learners will have agency in their learning with opportunities for personalisation <p>Staff will be clear on the knowledge and skills that underpin individual curriculum areas and how to use an interdisciplinary approach to planning experiences.</p>	<p>Curriculum Rationale</p> <ul style="list-style-type: none"> We will review , evaluate and refresh Bun-Sgoil Pàirc Whitehirst Curriculum Rationale in line with the Refreshed Curriculum for Excellence Narrative and our local context with all stakeholders We will update Consistency Guides and polices as appropriate 	<p>Aug 2024- June 2025</p> <p>Principal Teacher</p>	<ul style="list-style-type: none"> Appropriate and creative resources and context are being used. Evidence of consistent, creative approaches to enhance practice. Conversations about learning with pupils reveal improved engagement and clear evidence of learners leading learning Forward plans and evaluations display creative, consistent practice with clear evidence of learners leading learning and development of skills Weekly Pupil Learning Logs/ Diaries/Reflections show evidence of development of skills. Improved Teacher professional judgement data and standardised assessment data. 		

Maintenance Agenda - Carry forward from 2023-24

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
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- 3.2 Raising attainment & achievement
(Securing children's progress)
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(Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
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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

Tasks:

- Implement new Reading policy and approaches to assessment
- Continue to promote and grow our Gàidhlig Medium Education

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.

PEF contact - HT or DHT with responsibility for the plan:			Head Teacher: Lynn Robertson		
Carry forward:	£3507.00	Total Allocation:	£30 625	Total:	£34 132

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?
Cost of the school day	Pupils will have access to a wider curriculum	Subsidise school outings/experiences	Aug 2024- June 2024 Head Teacher	£2000	<ul style="list-style-type: none"> ▪ RISE HWB assessments show pupils are happy in school and feel they are progressing and developing skills ▪ Wider experiences tracker will show that all pupils have opportunities to access outings and experience 	
Wellbeing/ Communication	Pupil achievements will be shared with parents. Parents/teachers can communicate about needs of pupils both wellbeing and academic	Purchase of Seesaw licence	Aug 2024- June 2025 Depute Head	£2100	<ul style="list-style-type: none"> ▪ Parent/ Pupil HGIOS Questionnaires demonstrate needs are being met and communication is good ▪ RISE HWB assessment show pupils are happy in school and feel their achievements are recognised 	
Literacy and Numeracy attainment	Literacy and Numeracy gaps will be addressed ensuring pupils make progress and close gaps.	Purchase of Nessy Licence, Toe by Toe, Power of 2, IDL Licence, Clickr (3 yrs), Dyslexia Boxes, Sumdog and Bug Club	Aug 2024- June 2025 Depute Head Pupil Support Teacher	£9300	<ul style="list-style-type: none"> ▪ Target group progress will be monitored and tracked. ▪ Classroom Assistants complete impact statements for targeted pupils 	

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

Literacy and Numeracy attainment	Literacy and Numeracy gaps will be addressed ensuring pupils make progress and close gaps.	New laptops and ipads	Aug 2024- June 2025 Depute Head Pupil Support Teacher	£10000	<ul style="list-style-type: none"> Target group progress will be monitored and tracked. 	
Literacy and Numeracy attainment	Literacy and Numeracy gaps will be identified and addressed ensuring pupils make progress and close gaps.	SOFA Licence	Aug 2024- June 2025 Depute Head	£2000	<ul style="list-style-type: none"> Data used to identify target group - next steps, progress will be monitored and tracked effectively. 	
Wellbeing		My Happy Mind licence, Calm Boxes, RRS resources and Games	Aug 2024- June 2025 Principal Teacher	£6200	<ul style="list-style-type: none"> Pupils will be able to regulate, frame and understand how they feel, enabling them to fully contribute and participate in learning 	