



Driving Equity and Excellence

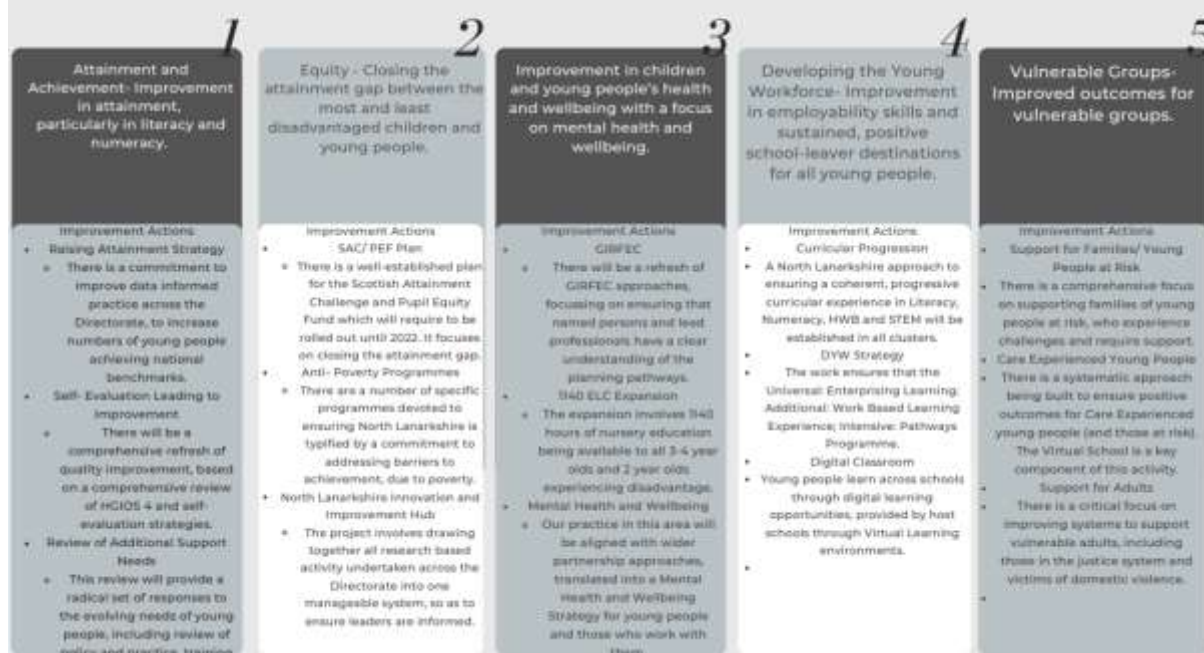
Improvement Action Plans

Session 2023-24

School:	Dykehead Primary School
Cluster:	Calderhead Cluster
Head Teacher:	Mrs Sara Perera (Acting)

Improvement Plan Summary	
Cluster Priority:	Improve wellbeing and attainment of target groups of children across the cluster.
School Priority 1:	All learners are supported in inclusive learning environments which are safe, welcoming, caring and proactively addressing any barriers to learning and inequities by May 2024.
School Priority 2:	All learners will receive high quality learning experiences, through a curriculum which respects their rights and represents the diversity of them and their community. This will include excellent teaching, resources and enrichment which builds their confidence and engagement, and equips them to be successful in contributing to their life, world and work.
Nursery Class Priority:	

Education and Families Priorities



School Vision and Values

Our vision is to create a family of learning where everyone is challenged, motivated and inspired to achieve their highest potential.

We aim to;

- build strong relationships with children, parents, partners and the Shotts community, as part of an inclusive and respectful school ethos.
- provide a safe, nurturing, calming and happy learning environment where diversity is celebrated and all pupils can thrive.
- strive for excellence through setting high expectations for attainment, achievement, behaviour, presentation, attendance and punctuality.
- provide an engaging, challenging, and creative curriculum instilling confidence in all children to develop the skills they need for lifelong learning.



Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

All staff recognise their professional responsibility to critically evaluate their own practice and to contribute to ongoing school self-evaluation and improvement. This is supported by leadership at all levels, where staff work collegiately to take forward aspects of the school improvement plan, and review this collaboratively at regular intervals throughout the year.

Last session the professional capacity of several staff members was significantly strengthened by engagement with Masters' level learning. These staff are well positioned to work collaboratively to use this in order to enhance the professional capital of the wider staff team. Further to this, the current leadership team introduced enhanced professional consultation with staff at the end of the previous school session, in order to ascertain areas of professional interest and development for the staff and use this to inform remits and leadership opportunities for this session.

Details of engagement (pupils, parents/carers, partners)

Pupil participation is built into the school's self-evaluation processes, by way of a School Evaluation Group, who help to put the SIP into pupil friendly language, and support evaluation throughout the session. The wider pupil voice is facilitated by way of regular House Meetings, where pupils discuss and share views on aspects of the life and work of the school. Pupils and parents have had the opportunity to express their views on the strengths and improvement areas of the school, particularly this year in relation to their learning environments using the CIRCLE Framework. Emerging themes from this consultation, as well as ongoing work in relation to the Curriculum Rationale, have informed the key priorities note, meaning that all stakeholders should recognise their priorities and suggestions reflected in the SIP document, having the opportunity to shape priorities rather than merely evaluate the direction set by the staff in the school. Pupil Participation groups, in which all children will be involved, will engage pupils with taking forward and evaluating, aspects of the SIP. Pupils and parents will also be involved with participatory budgeting this session.

2023-24 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Improve wellbeing and attainment of target groups of children across the cluster.
Person(s) Responsible Who will be leading the improvement?	Cluster Chair – Pat Kerr CIIL – Gillian Goldie Cluster HT's - John, Robertson, Laura Simpson, Sandra Campbell, Sara Perera, Elspeth McCoull, Isabel McKay

(Please insert the relevant information below using the codes above)

NIF Priority: 2 – Improvement in children and young people's health and wellbeing.	NIF Driver: 1 – School Leadership
NLC Priority: 1 – Improvement in attainment, particularly literacy and numeracy.	QI: 3.1 Ensuring wellbeing, equality and inclusion
PEF Intervention: 6 – Differentiated support	Developing in Faith/UNCRC: 12 – Respect for the views of the child.

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

Through robust assessment data linked to attainment, health and wellbeing, attendance, exclusion, participation and engagement each school have identified individual children/groups to receive targeted interventions supported by cluster resource allocation.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

Cluster Attainment Teacher – TBC
Cluster Resource Teacher – TBC
Cluster Support Teacher – TBC

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Attendance Pupils whose attendance is 80% or less will increase by at least 5% by the end of May 2024.	From June 2023, identify families whose attendance is 80% or below.	Cluster HT's to meet with individual families in September 2023 to outline expectations and procedures.		

	<p>Cluster HT's to track individual attendance percentages at key checkpoints.</p> <p>Cluster HT's to develop shared approaches to track and monitoring attendance.</p>	<p>Checkpoint 1: October 2023 Checkpoint 2: February 2024 Checkpoint 3: May 2024</p> <p>Shared cluster correspondence and language used with families.</p>		
<p><u>ACEL</u> Increased number of children from identified group remaining on track or becoming on track.</p> <p>The pace of progress of targeted individuals will be increased.</p> <p>Each cluster school to identify target children.</p>	<p>Children who have not achieved their expected level will receive targeted support through Empowering Cluster model from August 2023 to January 2024.</p> <p>Identification of P1 pupils who are 'inconsistent' or 'not on track' will receive targeted support through Empowering Cluster model from January 2024 to May 2024.</p> <p>Cluster Resources – TBC</p>	<p>Individual school data and tracking and monitoring systems.</p> <p>Assessment data</p> <p>Baseline and impact measures across the cluster.</p>		
<p><u>Assessment and Moderation</u> Improve Teacher Professional Judgement and holistic approaches to assessment,</p>	<p>Each cluster establishment to build at least one school and one cluster HQA into Annual Quality Assurance Calendar.</p>	<p>School and cluster moderation paperwork.</p> <p>ACEL data</p> <p>Tracking and monitoring meetings</p>		
<p><u>Transition</u> Following the launch of NLC Transition policy, all children will receive a child-centred transition.</p>	<p>All cluster HT's to follow new NLC transition policy.</p> <p>Consider stage transition, EY to Primary and Primary to Secondary, across/inter-authority transitions.</p>	<p>Consultation with parents and pupils for feedback.</p>		
<p><u>Cluster Partnership Event</u> Promote and share positive relationships, good practice and</p>	<p>TBC</p>	<p>TBC</p>		

partnership working between agencies across the cluster.				
<p>Cluster Wellbeing Hub</p> <p>Implement a health and wellbeing support programme, delivered from the wellbeing hub, supporting identified pupils across the cluster.</p>	<p>Plan, resources and prepare HWB programme at the start of the term.</p> <p>Run 8-week blocks, 2-days a week, focusing on outdoor learning and developing life skills.</p> <p>VANL providers brought in to deliver targeted support to identified pupils</p>			
<p>Final evaluation:</p>				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	All learners are supported in inclusive learning environments which are safe, welcoming, caring and proactively addressing any barriers to learning and inequities.
Person(s) Responsible Who will be leading the improvement?	HT/PT and staff collegiate working group

(Please insert the relevant information below using the codes above)				
NIF Priority: 1 – Rights, 2 - Wellbeing		NIF Driver: 1 – Leadership, 2 – Teacher Professionalism, 3 – Parental Engagement		
NLC Priority: 3 – Wellbeing, 5 – Vulnerable Groups		QI: 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion		
PEF Intervention: 2 – Social and Emotional Wellbeing 5 – High Quality Learning Experience		Developing in Faith/UNCRC: Article 3 – Best Interests of the Child		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: Enhancement/refresh of classroom environments to support inclusive practices - £12,000 approx				
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? Consultation with stakeholders in relation to school improvement, and subsequent analysis using SWOT and PESTLE tools, identified strong and positive relationships between all stakeholders, as well as key strengths in nurturing approaches and Health and Wellbeing supports. It was identified that the main barriers or challenges to wellbeing in our school community continue to include poverty, attendance, engagement, low aspiration, and poor mental health. This led the leadership team to consider support the learning community in their inclusive practice, as per recommendation from the National Discussion Report. A self-evaluation carried out with staff and pupils, utilising the CIRCLE framework resource, highlighted a need to review the following: 'appeal of activities', and accessibility of the physical environment of learners, which includes sensory space and positive relationships. The 'RISE' wellbeing survey assessed measures of social and emotional wellbeing, and strongly indicated 'coping' as an area of need/development for our pupils across the school. Most year groups demonstrated an increase over the school session 22-23, apart from the P6 cohort, making them a focus for next session. Further pattern of decline is noted from P4-7 when compared to P1-3.				
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets. CIRCLE Framework resource Classroom furniture – PEF £12, 000 approx Possible Forest Schools Training for staff (INSET day staff workshop) Possible training for staff in pedagogies for play-based learning Educational Psychologist will provide VERP training to support staff in reflecting on their own classroom practice.				
<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
As a result of staff having an increased understanding of consistent whole school positive relationship strategies, measures of pupil wellbeing and connectedness will increase leading to	All staff will utilise their CPD time and engage in professional reading identified by the collegiate working group. (Paul Dix, Katherine Reilly, Joan Mowat) All staff will participate in a Solihull and Nurture refresh.	Minutes from CWG will identify aspects of practice to take forward. Staff feedback from CLPL sessions.		

<p>improved readiness to learn by May 2024.</p>	<p>All staff will deploy the principles of the school positive relationships policy, utilising consistent restorative approaches when supporting pupils.</p> <p>Pupils and parents will articulate an understanding of the school's approaches to positive relationships and behaviour.</p>	<p>Pre and Post Circle Framework Self-Evaluation to evaluate impact.</p> <p>Pupil Rise Survey and SDQ data.</p> <p>Pupil and parent consultation on Positive Relationships Policy.</p>		
<p>Learners identified as having barriers to accessing broader curriculum experiences, will be supported to engage with multi-sensory approaches to learning, and will be able to access the curriculum independently with their peers by Feb 2024.</p>	<p>Pupils will be identified from RISE survey and SDQ data, and CT universal assessments.</p> <p>Small group support will be offered for Outdoor and play-based learning experiences.</p> <p>Staff will identify and undertake CLPL in outdoor learning and play.</p> <p>Learning, teaching and assessment cycle – HQA to encompass a multidisciplinary approach.</p>	<p>The Leuven Scale will measure engagement.</p> <p>Attendance of target pupils will be monitored.</p> <p>The Rise Survey will measure broader elements of resilience and wellbeing.</p> <p>SDQ data will provide a staff measure of pupil strengths and difficulties.</p> <p>CIRCLE framework measure on 'Appeal of Activities' will improve.</p>		
<p>Through use of visual supports and predictable routines, all learners will understand the structure of their day and anticipate what is coming next, measures of coping and improving readiness to learn by May 2024.</p>	<p>Clear protocols agreed whole school at the start of the year, with consistent expectations for transitions (entry/exit/breaks), resources and routines.</p> <p>Establish consistent use of visual prompts across all classes using visual timetables, Board Maker and communication friendly symbols.</p> <p>Communal areas in school will make use of visual cues consistent with those used in classrooms.</p> <p>Use of social stories to prepare for key transitions.</p>	<p>Minutes of staff meetings and classroom observations.</p> <p>Leuven Scale will measure pupil engagement.</p> <p>CIRCLE framework measure on 'Physical Environment' will improve.</p> <p>The RISE wellbeing assessment will measure coping</p>		
<p>Through a calming and well organised learning environment, which promotes positive interactions and</p>	<p>New classroom furniture will support different learning styles and flexible seating arrangements.</p>	<p>The Leuven Scale will measure engagement.</p>		

<p>supports sensory needs, almost all learners will demonstrate improvement in measures of coping, and readiness to learn by May 2024.</p>	<p>Consistent visual displays in all classrooms to support learners.</p> <p>Sensory spaces in each classroom.</p> <p>VERP training for staff delivered by Educational Psychologist.</p>	<p>CIRCLE framework measure on 'Physical Environment' will improve</p> <p>The RISE wellbeing assessment will measure coping.</p> <p>Staff feedback on use of VERP.</p>		
<p>Learners will develop their coping strategies, through their ability to recognise and respond to strong emotions, leading to better relationships and increased readiness to learn.</p>	<p>Utilise RISE and SDQ data to identify areas of support for pupil wellbeing.</p> <p>Identify resources to support coping, whether school's own, resources supplied by the RISE survey, or an alternative programme such as Emotion Works.</p> <p>LIAM training delivered by Educational Psychologist.</p> <p>One staff member to receive enhanced DDP Level 1 training.</p>	<p>Pre and post RISE survey results</p> <p>SDQ data</p> <p>Staff observations</p> <p>Pastoral notes</p> <p>Staff feedback on LIAM training.</p>		
<p>Through increased family engagement with the school, will result in improved parental capacity to support pupil learning and wellbeing.</p>	<p>Families invited to participate to attend pupil wellbeing support groups.</p> <p>Identify parent/carers to deliver Number Box and Literacy Box to targeted pupils.</p>	<p>Track attendance at events.</p> <p>Literacy and Numeracy trackers.</p> <p>SDQ data</p> <p>Staff observations</p> <p>Parental Feedback from engagement sessions.</p>		
<p>Pupil Evaluation Group target here.</p>	<p>Pupil Evaluation Group actions here</p>	<p>Pupil Evaluation Group planned evidence here</p>		
<p>Final evaluation:</p>				

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	All learners will receive high quality learning experiences, through a curriculum which respects their rights and represents the diversity of the pupil as an individual, and of their community.
Person(s) Responsible Who will be leading the improvement?	HT/PT and staff collegiate working group

(Please insert the relevant information below using the codes above)	
NIF Priority: 4 – DYW, 5 - Attainment	NIF Driver: 2 – teacher professionalism, 3 – parental engagement, 4 – skills and positive destinations
NLC Priority: 1 – Attainment, 4 – Skills and Positive Destinations	QI: 2.2 Curriculum, 2.3 LTA, 3.3 Increasing Creativity & Employability
PEF Intervention: 5 – High Quality Learning Experiences	Developing in Faith/UNCRC: Article 29 – Goals of Education

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
 In session 22-23 the extensive contextual analysis and consultation around creation of a Curriculum Rationale, provided a strong mandate for restructuring the planning and focus of the learning experiences at Dykehead Primary School. This involved streamlining and decluttering the curriculum, as per the recommendations of the National Discussion on Education in Scotland, with a continued focus on Literacy, Numeracy and HWB, and the wider curriculum encapsulated in meaningful, contextual inter-disciplinary learning experiences. It was acknowledged that this would be a piece of work which would take place over several school years. Session 22-23 would involve initiating the rationale, then building on this with the resulting curriculum development work rolling into the following year. Following evaluation of the work begun during 22-23, next steps were identified which will form the new short-term targets for session 23-24.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All learners will be able to access a full range of practical resources to enhance their learning and skills in STEM subjects, including food technology.	WTA will facilitate opportunities for teacher leadership in curriculum. Appropriate CLPL opportunities will be identified to build capacity. Parental engagement sessions will include wider curricular focus, e.g. 'Come and Learn' STEM session.	The Leuven Scale will measure engagement. Tracking attendance at 'Come and Learn' event. Parental feedback and development of a 'Parental Engagement Statement' for all stakeholders. Forward planning formats.		

	<p>Audit of STEM resources- across the school and purchase of additional resources as required.</p> <p>Audit of Food & Health resources and purchase of additional resources as required.</p>	<p>SSE Week focus on STEM curriculum areas, including practical activities.</p>		
<p>All learners will experience quality, inter-disciplinary learning experiences, enriched by utilising the outdoor environment regularly.</p>	<p>All staff will utilise new IDL Planners and feedback on same.</p> <p>All staff will participate in CLPL to achieve shared understanding of IDL.</p> <p>Parent volunteers will be sought for IDL & Outdoor Learning experiences.</p> <p>All classes will invite parents to one IDL & Outdoor Learning lesson this school session.</p> <p>IDL & Outdoor Learning Policies created.</p> <p>Processes will be devised for capturing pupil feedback on the quality of their learning experiences.</p>	<p>Feedback from parental volunteers at events.</p> <p>Staff feedback from CLPL.</p> <p>Forward planning dialogues.</p> <p>Pupil evaluation of their IDL learning experiences.</p> <p>SSE week will capture pupil engagement with IDL learning.</p>		
<p>All learners will benefit from increased engagement with learning, as a result of maximised opportunities for active (P4-7) or play-based (P1-3) pedagogies across their curriculum.</p>	<p>P1-3 staff will have the opportunity to visit other establishments to reflect on best practice.</p> <p>WTA will facilitate time for P1-3 staff to work collegiately to develop play pedagogies and resources.</p> <p>Staff professional reading & CLPL as required.</p> <p>Audit of resources for active learning and purchase of new resources as required.</p>	<p>Staff feedback from learning visits.</p> <p>SSE week will assess pupil experiences of active or play-based pedagogies,</p>		
<p>All learners will be engaged with learning experiences in</p>	<p>All staff will receive CLPL from the Literacy Pedagogy team.</p>	<p>Forward planning dialogues</p>		

<p>literacy which are contextually relevant, promote enjoyment, and enable literacy across the curriculum.</p>	<p>Literacy forward plans will be reviewed and updated to reflect a more contextual approach.</p> <p>School will seek to promote engagement with reading through pursuit of Reading School Accreditation.</p>	<p>Staff collegiate feedback</p> <p>Reading school accreditation award</p>		
<p>All learners will benefit from digital technology being meaningfully embedded across all areas of their curriculum, to impact on access, inclusion, engagement or skills development.</p>	<p>Resource digital hub</p> <p>I-pads for classes</p> <p>Embed digital learning strategy</p> <p>Staff CLPL</p> <p>Digital assessment approaches</p> <p>Parental engagement event – launch STEM Hub</p>	<p>SLT tracking and monitoring</p> <p>Staff collegiate feedback</p> <p>Track parental attendance at event</p> <p>Assessment feedback</p>		
<p>Pupil Evaluation Group target here.</p>	<p>Pupil Evaluation Group actions here</p>	<p>Pupil Evaluation Group planned evidence here</p>		
<p>Final evaluation:</p>				

PEF ALLOCATION: £118,000

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
EQUITY PLAN 2023-24



RATIONALE FOR EQUITY (PEF) PLAN

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities.

For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.

Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

To arrive at our long, medium and short term aims, at Dykehead Primary School we have utilised the SAC Logic Model and a robust contextual analysis. Our long-term aim is to close the poverty related attainment gap in line with stretch aims, and embed a culture focused on equity and equality of opportunity, through our curriculum and learning environments. We aim to achieve this with medium term aims around our leadership, the professional learning and professional capital of our staff (which is what will enable sustainability) and high-quality learning and teaching. We are also continuing to refine our use of data and evidence each school session. The identified short-term outcomes are grouped primarily this session around the Readiness to learn element; A sustained focus on children and young people's readiness to learn through focusing on engagement and attendance, confidence and wellbeing.

Contextually, the pupil population in Dykehead Primary School is predominantly SIMD 1-4 (figure 1.), with almost a third being entitled to a free school meal and clothing grant (figure 2.). Attendance improved last session to 91%, in line with local authority average, and is approaching pre-covid levels. Attendance is lower for pupils entitled to free school meals (-6%) and clothing grant, and correlates negatively with SIMD, declining to as low as 82% (figure 3.) for pupils in SIMD 1.

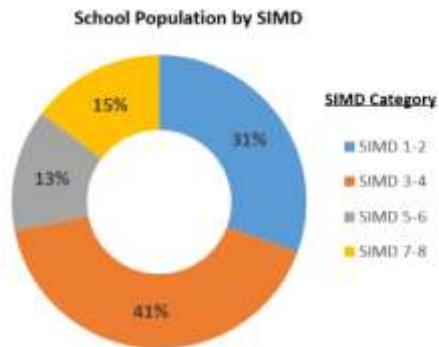


Figure 1.

Free School Meals Registered

28.0%

Year	Percentage
Local Authority Average:	22.2%
2021/22 FSM:	29.1%
2020/21 FSM:	29.3%
2019/20 FSM:	25.4%
2018/19 FSM:	28.9%
2017/18 FSM:	22.3%
2016/17 FSM:	23.4%

Figure 2.

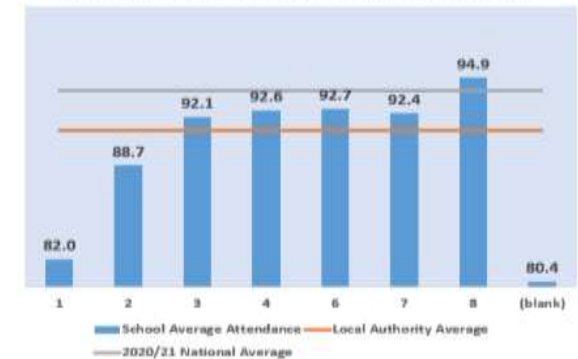
Clothing Grant Registered

29.9%

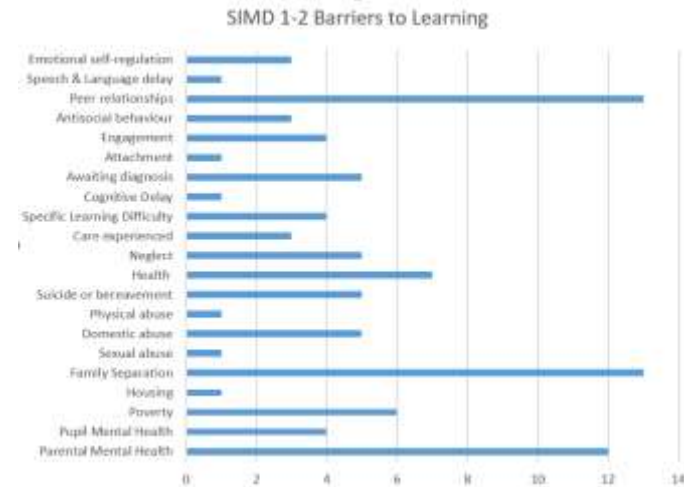
Year	Percentage
Local Authority Average:	24.5%
2021/22 Clothing Grant:	32.4%
2020/21 Clothing Grant:	32.5%
2019/20 Clothing Grant:	30.4%
2018/19 Clothing Grant:	32.6%
2017/18 Clothing Grant:	26.1%
2016/17 Clothing Grant:	33.1%

Figure 3.

Attendance Rates by SIMD Decile: Current Pupils



The link between SIMD and attendance is complex, however, as these pupils often have multiple additional barriers and adverse experiences. Collation of these indicates that the most frequently occurring barriers are family separation, parental mental health and peer relationships. Health and poverty are the next most commonly occurring factors, whilst recognising that some poverty can be masked by families.



It is evident that, in order to impact pupil wellbeing and attendance, and thereafter attainment, focus areas for equity should consider the 24 hour child, and should encompass a layer of intensive family support for targeted pupils in SIMD 1. There should also be a focus on planning and resourcing an inclusive learning environment which will enable all children to thrive, and creative learning experiences which will appeal to children and better engage them with school. To this end, the following actions are planned:

- PEF resource will be used to make an application to Action for Children or Barnardos, for a Family Support Worker.
- Wellbeing support will also continue, and PEF staffing additionality will permit the release of staff for nurture support. In session 2022-23, 57% of pupils with a GIRFme plan were from SIMD 1-2 (and 65% are males) and the majority of these were for wellbeing. This has included Lego Therapy, Draw & Talk, Seasons for Growth, Happy to be Me and others dependant of the needs profile of pupils.
- Linked to School Improvement Priority 1, PEF resource will also be allocated to updating and enhancing the learning environments, in order to be more inclusive and accommodate the range of sensory needs experienced by pupils.
- 29% of out of school hours learning places in session 2022-23 were taken by a pupil in SIMD 1 or 2. This percentage will aim to be increased in session 2023-24, resourced by PEF, by examining what clubs or experiences pupils experiencing deprivation would prefer, and sourcing relevant experiences accordingly. The aim will be to provide family learning experiences through OOSHL where possible.
- In session 2022-23, 54% of children who have received support from the CRT were SIMD 1 or 2. Due to this role no longer being funded centrally, PEF resource will also be used to enhance staffing in order to deliver targeted support for learning.
- Linked to School Improvement Priority 2, PEF resource will be allocated to enhance resourcing in relation to developing a more inclusive and engaging curriculum, which better meets the needs of learners experiencing barriers or challenges.

	£12,000	New furniture – CIRCLE Framework	New furniture purchased for infant classrooms to improve physical environment and sensory space. Furniture purchased will support differing learning styles in the class. This has been identified from Circle Inclusive Classroom Scale Self-Evaluation.	
	£4917.60	Digital – Ipads x 12		
	£5900	NLC Admin Fee		
	Total - £104, 213.40			

Appendix 1:
 When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and 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 and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children’s progress 3.3: Developing creativity and skills for life <u>PEF INTERVENTIONS</u> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information

<p>Article 33 - drug abuse Article 34 - sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights</p>	<p><u>Education and Families Priorities</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups 	
<p>Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>		
<ol style="list-style-type: none"> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good. 		