



# Alloway Primary School and Early Years Centre



**SCHOOL IMPROVEMENT PLAN: August 2023- June 2025**  
*(2024-25 - This is year 2 of a 2 year plan)*



## VISION

To provide a safe, happy, purposeful and nurturing learning environment where everyone feels valued and respected. Everyone is supported to be the best they can be by working together to promote kindness, inclusion and resilience.

## VALUES

At Alloway Primary we are .....



At Alloway Primary we believe every child should enjoy and be challenged by the curriculum we offer.

At Alloway Primary School we aim to develop every child to “be the best they can be” by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital. This improvement plan has been created in response to our self-evaluation and quality assurance processes. We actively take account of children’s views and children will be involved in the School Improvement Plan through pupil voice groups and work in classes.

## OUR AIMS



*To provide a positive sense of community which allows all children to achieve success in different areas of activity and enables them to become confident and effective adults.*

*To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.*

*To provide a curriculum of excellence that supports and enables all children to achieve their full potential.*

# Our Aims

*To communicate and work in partnership with teachers, children, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.*

*To create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.*

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LOCAL AND NATIONAL AIMS

## South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

## Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

## Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

## National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

**Alloway Primary - School Improvement Plan 2023-25 - Our key priorities this year (24-25) will be:**

	<p><b>Priority One:</b> Raising attainment in Literacy by maintaining consistently high standards in the quality of all children’s experiences.</p>	<p><b>EYC –</b> Children will develop early reading skills and a love for reading through promotion of a reading culture within the EYC, both indoors and in the outdoor area.</p>	<p><b>SCHOOL -</b> To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society.</p>	<p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry.</p>	<p>There is a positive impact on children’s writing attainment through further developing Talk for Writing as part of our writing pedagogy.</p>
	<p><b>Priority Two:</b> To raise attainment through further developing our wider curriculum, procedures and systems to ensure children reach their full potential.</p>	<p><b>EYC –</b> Children will develop early numeracy skills through development of the outdoor area to promote high quality numeracy and maths experiences.</p> <p>Children will experience an inclusive environment through developing nurture-based and communication friendly approaches within the EYC.</p> <p>Children’s outdoor experiences will be enhanced through developing our approaches to sustainability, woodwork and Forest Kindergarten.</p> <p>Children will experience a coherent approach to digital technologies within the EYC and will benefit from increased opportunities and skills.</p>	<p><b>SCHOOL -</b> Children will experience a consistency in teaching pedagogy across the school.</p>	<p>Children will experience high quality learning, teaching and assessment in order to raise attainment in numeracy.</p>	<p>Children will experience high quality outdoor experiences through further development of our outdoor learning within all curricular areas.</p>
	<p><b>Priority Three :</b> To ensure all children reach their full potential.</p>	<p>Children’s attendance will improve through promotion a pattern of good attendance that will impact directly on raising attainment.</p>	<p>Children who have an experience of care are supported by staff to ensure improved outcomes and wellbeing.</p>		

<b>Ongoing Whole School Developments now moved to Maintenance Agenda:</b>		
<b>Maintenance Agenda</b>	<b>HGIOS 4 Quality Indicators</b>	<b>Person Responsible</b>
Embed new Vision and Values	QI 1.3	Mrs Meney
Rights Respecting Schools	QI 1.3	Class Teacher leadership role
Moderation and assessment	QI 2.3	Mrs Meney and Mrs Stewart
Online planning - continue to implement and evaluate	QI 1.3 and 2.3	SLT and all staff
S.T.E.M.	QI 2.2, 3.3	Mrs Miller
2 hours quality PE	QI 2.2	All teaching staff
Professional Update/PDR/PRD	QI 1.2, 1.5	Mrs Meney/Mrs Miller
Self-evaluation - HGIOS 4/ HGIOELLC	QI 1.1	SLT and all staff
Eco Schools	QI 1.3	Class Teacher leadership role
Fairtrade	QI 1.3	Class Teacher leadership role
Developing the Young Workforce	QI 3.3	Mrs Miller
Digital Technologies	QI 2.2, 3.3	Mrs Goodwin
Development of Modern Languages	QI 2.2	Mrs Martin
Development of Music curriculum	QI 2.2	Mrs Herbert
Cost of the School Day	QI 3.1	Mrs Meney

**PRIORITY ONE : LITERACY – Raising attainment in Literacy by maintaining consistently high standards in the quality of all children’s experiences.**

Lead Person – Mrs Stewart and Miss Rainey

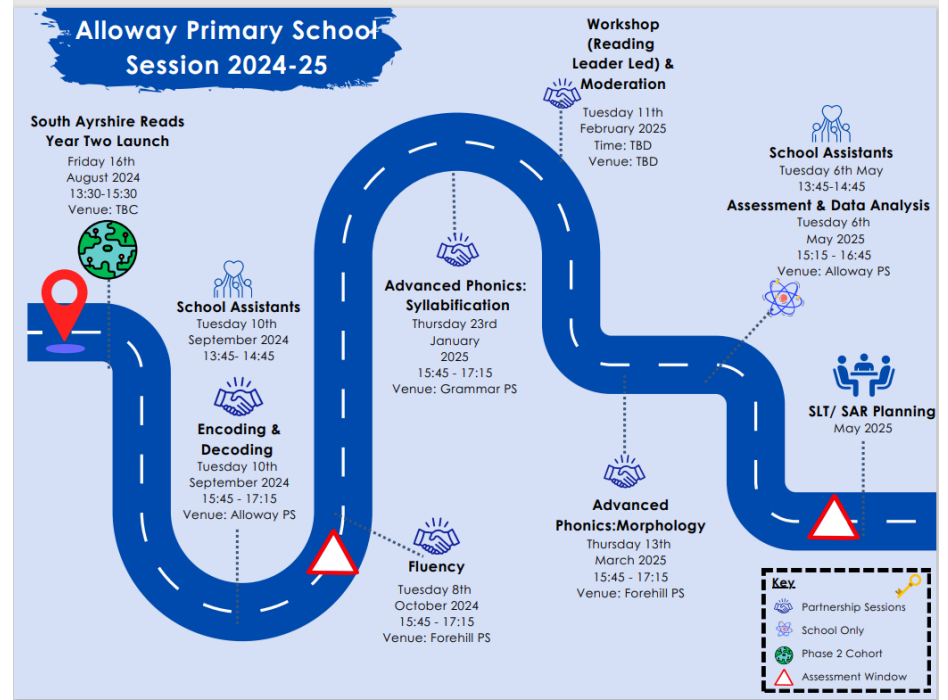
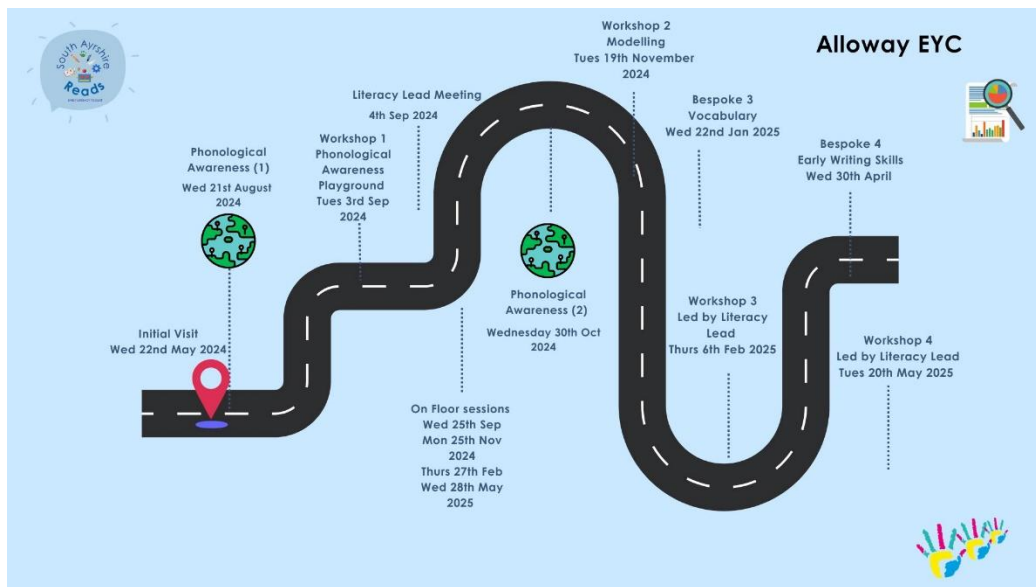


What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
<b>EYC PRIORITIES</b>					
Children will develop early reading skills and a love for reading through promotion of a reading culture within the EYC, both indoors and in the outdoor area.	<ul style="list-style-type: none"> <li>Staff to develop an attractive and accessible reading area which is motivating and engaging for children.</li> <li>Provide children with exposure to a variety of texts (stories, comics, newspapers etc.) within the EYC, allowing them to lead their learning.</li> <li>Staff to attend reading-based training, including, South Ayrshire Reads (see plan below)</li> <li>Staff to cascade information to colleagues and provide support within the EYC.</li> <li>Increased opportunity for parents / carers to be involved in the promotion of reading (e.g. jammies and stories, parent reading sessions during the day).</li> </ul>	<p>Mrs Anne Ahmed</p> <p>Mrs Kayleigh Adgie</p>	<p>Aug 2024</p> <p>Aug 2024</p> <p>Aug 2024</p> <p>Sept 2024</p> <p>Oct 2024</p>	<p>Nov 2024</p> <p>Nov 2024</p> <p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p>	<ul style="list-style-type: none"> <li>Assess in October using Literacy Developmental Milestones to establish a baseline.</li> <li>Track progress in Literacy Developmental Milestones throughout the session.</li> <li>Re-assess Literacy Developmental Milestones in June to show value.</li> <li>Value added from October so that 85% of all children in our Early Years Centre achieve their developmental milestones in Literacy.</li> </ul>
<b>EYC and SCHOOL PRIORITIES</b>					
<p><b>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society.</b></p> <p><b>To support and develop all education staff in</b></p>	By <b>June 2024</b> ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>Mrs Lisa Stewart</p> <p>Miss Kirsty McCallum / Miss Caoilin Gibson (EYC)</p>	June 2024	June 2024	➤ All reading leaders can attend 3 half day sessions ( <i>September 2024, November 2024, January 2025</i> ) focusing on driving change to raise attainment in reading.
	By <b>June 2024</b> ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards. – Alloway, Forehill and Grammar Primaries	Head Teachers – Alloway, Forehill and Grammar	June 2024	June 2024	<ul style="list-style-type: none"> <li>➤ Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</li> <li>➤ Meeting and session dates agreed.</li> <li>➤ Bespoke roadmaps created.</li> </ul>
	By <b>June 2024</b> ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity	Mrs Lisa Stewart leading school staff	June 2024	June 2024	➤ Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to

<b>South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry.</b>	to evaluate pupil readiness for learning and reading for pleasure.				access curriculum at next stage in learning and those who regularly read for pleasure.
	By <b>September 2024</b> ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.	SAR team - Inservice day launch planned for 16.8.24	Aug 2024	Aug 2024	<ul style="list-style-type: none"> <li>➤ August Inservice Day SAR Launch</li> <li>➤ Access to SAR Professional Learning MS Team</li> <li>➤ Link to SAR update video to be shared with school community</li> </ul>
	By <b>April 2025</b> ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.	SAR team / school staff	Aug 2024	April 2025	<ul style="list-style-type: none"> <li>➤ Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.</li> </ul>
	By <b>June 2025</b> ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.	SAR team	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluency and vocabulary.</li> </ul>
	By <b>June 2025</b> ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.	SAR team	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions</li> </ul>
	By <b>June 2025</b> ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.	SAR team	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils’ phonics and/or fluency a</li> <li>➤ Attainment to measure impact and inform next steps.</li> </ul>
	By <b>June 2025</b> ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities	SAR team	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Reading Schools Accreditation</li> <li>➤ Communication Friendly Environments</li> <li>➤ Developing writing through SAR</li> </ul>
	By <b>June 2025</b> ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child’s reading development.	SAR team Mrs Lisa Stewart Miss Kirsty McCallum / Miss Caoilin Gibson (EYC)	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop</li> <li>➤ Notification of and access to authority SAR family engagement session / resources</li> </ul>
	To audit reading resources and update in line with Science of Reading.	Mrs Lisa Stewart	June 2024	Dec 2025	<ul style="list-style-type: none"> <li>➤ Reading resources have been refreshed and are in line with Science of Reading</li> <li>➤ Staff have a clear plan of how to use these resources in line with phonic progression.</li> </ul>
	To revise online plans in line with Science of Reading as a result of the high quality professional learning staff have undertaken.	Mrs Lisa Stewart leading school staff	June 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Staff have coherent plans in place to provide consistency across the school</li> <li>➤ Measured through planning and tracking conversations</li> </ul>
To audit school planning and procedures for neurodivergent and dyslexic learners in order to ensure our processes are in line with Science of Reading approaches.	Mrs Doreen Connor Mrs Lisa Stewart	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Planning is audited to reflect clear targets for neurodivergent and dyslexic learners.</li> <li>➤ STINT Targets are quality assured to ensure these take account of the Science of Reading approach within Reading targets</li> <li>➤ STINT tracking is audited to measure progress.</li> </ul>	



	To further strengthen our relationship with SAC Alloway Public Library to foster a love of reading within the school and EYC.	Mrs Gillian White Mrs Anne Ahmed (EYC)	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Increase of 10% in library membership and engagement with the library</li> <li>➤ All classes visiting the library on a weekly basis</li> <li>➤ Questionnaire is used to measure baseline for reading enjoyment and revisited to show value added.</li> </ul>
There is a positive impact on children's writing attainment through further developing Talk for Writing as part of our writing pedagogy.	<ul style="list-style-type: none"> <li>• Staff will continue to implement the principles of Talk for Writing and ensure that this complements our Science of Reading approach.</li> <li>• Staff will continue to engage with Tfw CLPL</li> <li>• Staff will continue to develop assessment methods, through moderation of writing.</li> <li>• Whole school overview will be implemented and in use by all to aid planning of Tfw</li> </ul>	Mrs Lisa Stewart and Miss Rainey	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ All classes will complete baseline cold task which will be moderated by class teachers.</li> <li>➤ Class teachers will engage in writing moderation 3 times per year (Sept, Nov, May).</li> <li>➤ Results from moderation will show progress across the year.</li> <li>➤ Progress made will be evident through tracking and attainment conversations.</li> <li>➤ Talk for Writing approaches, including non-fiction, will be evident in classroom observations and planning.</li> <li>➤ Whole school overview will be fully embedded and used by all.</li> <li>➤ Attainment in writing will rise by a minimum of 5% across all stages.</li> <li>➤ Attainment in writing over time will rise.</li> </ul>



**PRIORITY TWO : To improve approaches to learning and teaching in order to raise attainment.**

**Lead Person – Mrs Park/ Mrs Miller / Mrs Menev**



What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People?  (Include Where Possible Current Measure and Target)
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<b>EYC PRIORITIES</b>					
Children will develop early numeracy skills through development of the outdoor area to promote high quality numeracy and maths experiences.	<ul style="list-style-type: none"> <li>Staff to continue to seek out opportunities attend training which focuses on numeracy and maths outdoors.</li> <li>Staff to visit other establishments to gain ideas and implement what they learn.</li> <li>Mrs Fraser to liaise with Miss McCallum to incorporate aspects of Forest Schools.</li> <li>Staff to incorporate increased numeracy concepts within everyday routines in the EYC.</li> <li>Staff to provide termly home-link projects, with a focus on numeracy and maths skills.</li> <li>Staff to share information with parents to promote how they can support learning in numeracy and maths in the outdoor environment (i.e. parent leaflets, home-link, Stay and Play opportunities).</li> </ul>	Mrs Haley Fraser	Aug 2024	ONGOING	<ul style="list-style-type: none"> <li>Assess in October using Numeracy Developmental Milestones to establish a baseline.</li> <li>Track progress in Numeracy Developmental Milestones throughout the session.</li> <li>Monitoring of planning and tracking shows an increase in the amount of outdoor experiences linked to Numeracy and Maths.</li> <li>Observations within the EYC demonstrate well-planned and resourced learning experiences in the outdoors linked to Numeracy and Maths.</li> <li>Re-assess Numeracy Developmental Milestones in June to show value. Value added from October so that 85% of all pre-school children in our Early Years Centre achieve their developmental milestones in Numeracy and Maths.</li> <li>Parent surveys suggest increased understanding of how to support and develop numeracy and maths skills at home.</li> </ul>
Children will experience an inclusive environment through developing nurture-based and communication friendly approaches within the EYC.	<ul style="list-style-type: none"> <li>Staff to create a Nurture Policy and Nurture Checklist within the EYC.</li> <li>Staff to use Education Scotland document, <b>Applying nurture as a whole school approach - A framework to support self-evaluation</b> to evaluate progress</li> <li>Children to be involved in the process through well-planned activities and processes which gather their views. I.e. -                             <ul style="list-style-type: none"> <li>What does being cared for look like for me?</li> <li>This is how I look when I feel safe.</li> </ul> </li> </ul>	Mrs Libby Pollock  Mrs Kayleigh Adgie	Aug 2024	Nov 2024	<ul style="list-style-type: none"> <li>5% reduction in the number of incidents happening in the EYC from Sept 2024-June 2025.</li> <li>Observations demonstrate nurturing approaches are helping children to feel safe and secure in our centre.</li> <li>Observations demonstrate an increased confidence in children and staff in using Makaton within the EYC.</li> <li>Observations demonstrate an increased number of communication friendly strategies (i.e. visuals) being used across the EYC.</li> <li>Planning demonstrates that Makaton is being incorporated within the EYC.</li> </ul>

	<ul style="list-style-type: none"> <li>○ I know my keyworker cares for me when...</li> <li>● Staff to undertake training opportunities, focusing on Makaton and nurture-based approaches.</li> <li>● Staff to seek support from ASD Outreach and SALT in incorporating communication friendly strategies within the EYC.</li> <li>● Staff to incorporate communication friendly strategies and approaches across the EYC.</li> </ul>		<p>Aug 2024</p> <p>Aug 2024</p> <p>Aug 2024</p>	<p>ONGOING</p> <p>ONGOING</p> <p>May 2025</p>	<ul style="list-style-type: none"> <li>➤ Observations demonstrate a consistent understanding of nurture approaches both in and outside the playroom.</li> <li>➤ Staff are confident and there are consistent nurture approaches within our centre, helping children to feel safe and secure.</li> </ul>
Children's outdoor experiences will be enhanced through developing our approaches to sustainability, woodwork and Forest Kindergarten.	<ul style="list-style-type: none"> <li>● Staff to develop the outdoor vegetable garden which will be led by children.</li> <li>● Staff to develop partnership with parent volunteer to support this project.</li> <li>● Staff to engage in discussions with children about growing your own, and the benefits of this.</li> <li>● Staff to seek out parental volunteers to support with the upkeep of the vegetable garden.</li> <li>● Staff to plan an EYC event for parents and community during which, children will have the opportunity to use what they grow and gain experiences in the World of Work (e.g. soup kitchen, EYC shop).</li> <li>● Staff to plan woodwork experiences, drawing on the training from Kate Hookham.</li> <li>● Staff to plan high-quality Forest Kindergarten opportunities within the local area.</li> </ul>	<p>Mrs Julie Lorimer</p> <p>Mrs Haley Hughes</p>	<p>Aug 2024</p> <p>Sept 2024</p> <p>Aug 2024</p> <p>Sept 2024</p> <p>Feb 2025</p> <p>Aug 2024</p> <p>Aug 2024</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>June 2025</p> <p>May 2025</p> <p>ONGOING</p> <p>ONGOING</p>	<ul style="list-style-type: none"> <li>➤ Discussions with children indicate a basic understanding of sustainability, and the benefits of growing your own.</li> <li>➤ Observations show that children are engaged and motivated when taking part in experiences in the sustainability garden.</li> <li>➤ Observations show that children are engaging in woodwork experiences in the EYC.</li> <li>➤ Monitoring of planning demonstrates that children are taking part in high-quality outdoor learning experiences, including woodwork and Forest Kindergarten.</li> </ul>
Children will experience a coherent approach to digital technologies within the EYC and will benefit from increased opportunities and skills.	<ul style="list-style-type: none"> <li>● Staff to create opportunities for children to access a range of digital technologies in the EYC (e.g. iPads, desktops, laptops, Interactive Whiteboard, BeeBots etc.).</li> <li>● Staff to ensure they provide engaging and well-planned experiences linked to digital technologies.</li> <li>● Staff to continue to use online app for communication and profiles. Staff to ensure children have opportunity to access their profiles, and paper copies should be made to create a paper-based profile for each child.</li> <li>● Children's QR codes should give them the opportunity to access a variety of songs and rhymes using an iPad.</li> </ul>	<p>Mr Ryan McGill</p>	<p>Aug 2024</p> <p>Aug 2024</p> <p>Aug 2024</p> <p>Aug 2024</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p>	<ul style="list-style-type: none"> <li>➤ Profile monitoring shows that all staff are engaging with online profiles consistently.</li> <li>➤ Discussion with children shows that they are aware of and have regular access to their online profiles.</li> <li>➤ Planning and tracking conversation demonstrate an increase in the amount of experiences which incorporate digital technologies.</li> <li>➤ Observations in the EYC demonstrate a range of well planned and resource activities which link to digital technologies.</li> </ul>

	<ul style="list-style-type: none"> <li>Staff to access the South Ayrshire digital learning library for a variety of resources.</li> <li>Staff to seek out opportunities for training in the use of digital technologies.</li> </ul>		Aug 2024	ONGOING	
			Aug 2024	ONGOING	
<b>SCHOOL PRIORITIES</b>					
Children will experience a consistency in teaching pedagogy across the school.	<ul style="list-style-type: none"> <li>Continue to develop our play pedagogy approach from P1-3 with play policy shared with staff and parent information Sway shared with each stage P1-3.</li> <li>P1-3 Staff to focus on assessing engagement in play using the Leuven scale of engagement.</li> <li>P1-3 staff will evaluate play zones using zone monitoring tool.</li> <li>P1-3 will develop “Must Do” play experiences for other curricular areas – daily and weekly.</li> <li>P4-7 will receive further CLPL on play pedagogy and how to incorporate this appropriately to enhance learning in the upper school.</li> <li>Non-negotiables for lessons developed and shared with staff (through staff training) to include a focus on learning outcomes/co-constructing success criteria, higher order thinking skills and high-quality questioning.</li> <li>Staff receive training in setting up an inclusive classroom.</li> <li>Staff conduct inclusive training audit and set actions.</li> <li>Revisit approaches to target setting, profiling and sharing learning with parents.</li> <li>Continue to embed Meta Skills within our planning in order to make links to learning, life and work.</li> <li>Continue to embed Global Goals within our school curriculum.</li> </ul>	<p>Mrs Park and P1-3 staff</p> <p>Mrs Park, Miss Rainey and P4-7 staff</p> <p>Mrs Meney</p> <p>Mrs Meney</p> <p>Mrs Park</p> <p>Mrs Miller</p> <p>Mrs Miller</p>	<p>Aug 2024</p> <p>Sept 2024</p> <p>Aug 2024</p> <p>Aug 2024</p> <p>June 2024</p> <p>Aug 2024</p> <p>Aug 2024</p>	<p>June 2025</p> <p>June 2025</p> <p>Oct 2025</p> <p>Dec 2024</p> <p>Dec 2025</p> <p>June 2025</p> <p>June 2025</p>	<ul style="list-style-type: none"> <li>Leuven Scale of Engagement shows increased engagement in 95% of P1-3 children.</li> <li>All P1-3 classes will have undertaken the Zone Monitoring tool.</li> <li>All staff engage with the non-negotiables training.</li> <li>All P1-7 teachers will engage with the non-negotiables of lessons which will be evident in school observation visits.</li> <li>All staff engage with The Circle resources for setting up an inclusive classroom.</li> <li>All teaching staff carry out the Inclusive classroom monitoring tool.</li> <li>Quality assurance visits show impact of inclusive classroom monitoring.</li> <li>All children have individual targets that take forward their own learning and can talk about their targets.</li> <li>Profiles link to targets and progression.</li> <li>Classroom Observations and Planning and tracking conversations highlight the focus on Global Goals with planning and delivery of lessons.</li> <li>Classroom Observations and Planning and tracking conversations highlight the focus on Meta Skills with planning and delivery of lessons.</li> <li>Almost all children can talk about meta skills and can give examples of these in their life and work.</li> </ul>
Children will experience high quality learning, teaching and assessment in order	<ul style="list-style-type: none"> <li>CLPL shared with staff to continue to develop the use of concrete manipulatives in a progressive way in to enhance concrete, pictorial, abstract approach.</li> </ul>	Mrs Park	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>Quality assurance will demonstrate the use of CPA pedagogies within numeracy.</li> <li>Positive maths mindset questionnaire issued in August as a baseline and revisited in June. Increase in positive maths mindset by 10% across the school.</li> </ul>

<p>to raise attainment in numeracy.</p>	<ul style="list-style-type: none"> <li>• Staff to continue to promote a positive maths mindset in classrooms – baseline survey issued and revisited.</li> <li>• Staff to ensure all numeracy lessons are taught in real-world context – resources/CLPL shared from PT.</li> <li>• Staff to continue to ensure application of numeracy skills across the curriculum.</li> <li>• Staff to engage in CLPL to ensure numeracy concepts and skills are linked appropriately rather than taught discretely.</li> </ul>				<ul style="list-style-type: none"> <li>➤ Attainment in Numeracy (ACEL data) will rise by a minimum of 5% across all stages.</li> <li>➤ GL data will show that 95% of learners will make expected or above expected progress.</li> <li>➤ GL and NSA data will show almost all children performing within the ranges of average and exceeding.</li> </ul>
<p>Children will experience high quality outdoor experiences through further development of our outdoor learning within all curricular areas.</p>	<ul style="list-style-type: none"> <li>• Continue to seek opportunities for outdoor learning to engage and motivate all learners.</li> <li>• Staff will engage in Outdoor learning CLPL.</li> <li>• Where possible, staff will visit other establishments to see good practice in action and learn from colleagues across the cluster and beyond</li> <li>• Work collegiately to discuss and generate a progressive learning programme to inform practice on outdoor learning. This should be underpinned by a coherent whole school approach to learning for sustainability.</li> <li>• Produce a policy and progressive learning framework to inform practice on outdoor learning</li> <li>• Outdoor learning CLPL, information sessions and support materials will be offered to all staff and parents on the benefits of outdoor learning.</li> <li>• Staff continue to enhance play pedagogy through outdoor learning.</li> <li>• Outline a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum outdoors.</li> </ul>	<p>Mrs Miller</p>	<p>Aug 2024</p>	<p>June 2025</p>	<ul style="list-style-type: none"> <li>➤ All staff engage in outdoor learning CLPL to enhance their own knowledge and skills in this area.</li> <li>➤ Visits to other establishments result in positive impacts to our own environment and practice.</li> <li>➤ Staff complete a baseline survey on outdoor learning within the school which is revisited at the end of session and shows a positive increase in high quality outdoor learning experiences.</li> <li>➤ Quality assurance processes demonstrates positive impact of outdoor learning.</li> </ul>

**PRIORITY THREE : To ensure all children reach their full potential.  
(Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)**  
Lead Person – Mrs Park/Mrs Meney



What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People?  (Include Where Possible Current Measure and Target)
			Start date	Deadline	
<b>EYC AND SCHOOL PRIORITIES</b>					
Children’s attendance will improve through promotion a pattern of good attendance that will impact directly on raising attainment.	<ul style="list-style-type: none"> <li>Review and revise our current attendance policies and procedures in line with South Ayrshire Council – Every Learner, Every Day policy.</li> <li>Develop a multi agency approach to attendance.</li> <li>Develop approaches to engage parents and carers with establishing good patterns of attendance.</li> <li>Build upon tracking procedures to track and monitor attendance.</li> <li>Explore resources that would help support good attendance and provide interventions where children are experiencing attendance issues.</li> </ul>	Mrs Park	June 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Track attendance more robustly to support in raising attainment</li> <li>➤ Attendance rises 5% across the school.</li> <li>➤ Attendance remains above the local and national average.</li> <li>➤ Attendance of PEF cohort is tracked and demonstrates a 5% rise.</li> <li>➤ Attendance of targeted cohort improves by 10%.</li> </ul>
Children who have an experience of care are supported by staff to ensure improved outcomes and wellbeing.	<ul style="list-style-type: none"> <li>Staff within school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025.</li> <li>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</li> </ul>	Mrs Meney	Aug 2024	June 2025	<ul style="list-style-type: none"> <li>➤ Completion of The Promise Education Award.</li> <li>➤ The Promise is evident in practice.</li> <li>➤ Track attendance and attainment of children with experience of care.</li> </ul>

**PEF Budget - £18,375**

Priority	Staffing implications
To raise attainment of PEF cohort in session 2024-25. To maintain progress of 72% of cohort on track and continue to provide challenge, to target the 28% who are making progress but not yet on track.	24 hours School Assistant time (paid for by PEF) PT PEF lead