



Holmston Primary School

School Improvement Plan

2024 - 2025

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER

south
AYRSHIRE
COUNCIL

South Ayrshire Council Plan

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

Children's Services Plan

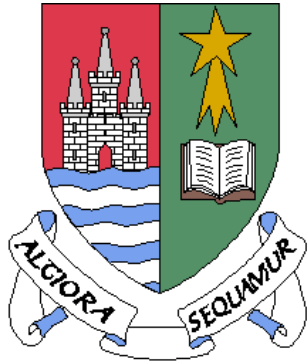
- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving 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



Our Values

Respect
Responsibility
Fairness
Honesty
Courage



Our Vision

It is our vision that the pupils at Holmston Primary receive an education for the 21st Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to lead healthy, active lives.

They will value and contribute to their community, while their wider achievements will be celebrated and learners will have a voice in the school community.

This education for the 21st century will be delivered in a motivating manner which results in the pupils of Holmston achieving the four capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

“A compelling, innovative and engaging place to learn for all students.”



Links to How Good Is Our School and the National Improvement Priorities and Drivers

ASPECT OF HGIOS4?	TARGET FOR 2021-22	NIF <i>PRIORITIES</i> AND DRIVERS
1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	1 To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum through developing and implementing a deep learning approach to curriculum making (Year 2)	<ul style="list-style-type: none"> • <i>Placing the human rights and needs of every child and young person at the centre of education</i> • <i>Improvement in children and young people's health and wellbeing</i> • <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> • <i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i> • <i>Improvement in attainment, particularly in literacy and numeracy.</i> <ul style="list-style-type: none"> ○ School leadership ○ Teacher and practitioner professionalism ○ Parent and Carer involvement and engagement ○ Curriculum and Assessment ○ School improvement ○ Performance information

Summary of School Improvement Plan 2024 - 2025

Theme: To continue to close the attainment gap, raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum through developing and implementing a deep learning approach to curriculum making (Year 2)				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People?
<p>Almost all pupils are empowered, motivated and engaged by a meaningful and relevant curriculum that develops the four capacities and 6 global competencies.</p> <p>All pupils are provided with the opportunities to be active partners in their learning.</p> <p>All pupils celebrate and value their achievements and progress through a variety of reporting methodologies and profiles</p> <p>Almost all pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves and track their learning journey.</p>	<p>1. Implementing a Deep Learning approach to curriculum design in order to develop skills for learning, life and work:</p> <p>1a. Developing Policies – articulating the vision</p> <ul style="list-style-type: none"> • Review the profiling system linked to competencies - A skills passport based on progression through the competencies. • Reviewing the vision statement in line with developing an inclusive, engaging and meaningful curriculum. • Explore/develop a tracking system for E&Os/benchmarks to ensure breadth of curriculum through personalised learning. <p>1b. Embedding staff professional knowledge and understanding of Deep Learning and developing pupil agency – this will be the main focus for this year's school improvement and expanded further later in the plan.</p> <ul style="list-style-type: none"> • Collaborative planning and moderation opportunities enable creation of new, shared knowledge and understanding about approaches • Reviewing and evaluating approaches towards models of deep learning using the Learning Design Rubric to develop the six Global Competencies (6Cs) and use the four elements of learning design: <ul style="list-style-type: none"> ○ Learning Partnerships ○ Learning Environments ○ Leveraging Digital ○ Pedagogical Practices 	<p>KM</p> <p>RH</p> <p>RH</p> <p>RH</p> <p>CTs</p> <p>CTs</p>	<p>August 24 Dec 24</p> <p>October 24 Jan 25 Term 3 Term 4</p> <p>Ongoing throughout session</p>	<p>Quality assurance procedures demonstrate policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better.</p> <p>Pupil survey indicates that almost all pupils enjoy learning and are making progress against the 6Cs.</p> <p>Pupils identify that they are asked about what they want to learn about and can discuss how they will go about this.</p> <p>All staff identify they are more confident in developing learning experiences based on a Deep Learning approach.</p> <p>Peer-Learning visits and professional dialogue identifies that there are more open-ended opportunities for children to be creative and develop the six competencies and apply their learning to skills for learning, life and work.</p> <p>Staff confident in developing learning journeys using the principles of Deep Learning and the tools.</p>

	<ul style="list-style-type: none"> • Further developing pedagogical practices including PBL, Enquiry and adaptive teaching approaches (Cluster Priority – see additional page of plan) • Building an increasing number of learning partnerships • Making effective use of the learning environments including outdoor learning and virtual • Leveraging digital – developing skills and understanding for increasing integration of new technologies for learning. • Staff and pupils are aware of the 6Cs are plan to develop these collaboratively through a range of contexts <ul style="list-style-type: none"> ○ Citizenship – links to UNCRC and GG, anti-racist curriculum ○ Collaboration ○ Communication ○ Creativity ○ Critical thinking ○ Character 	RH/Authority Staff	Term 1 Term 4	All staff are confident in promoting thinking with a growth mindset and developing metacognitive skills
		KM	Ongoing	Displays around the school reflect the vision and desired outcomes of deep learning
		KM		All pupils have a profile that they are proud of and this demonstrates their learning journey.
		GD	Term 1 Term 4	Pupils discuss their education using the language of learning and are aware of the next steps they need to take.
		RH/CTs	Term 4	Parental Feedback identifies that profiles enable parents to support learning at home/support them in identifying strengths and areas for development.
	<p>1c. Develop approaches to curriculum making:</p> <ul style="list-style-type: none"> • Embed and extend Daydream Believer IDL/Project based learning – P4 – Marseum; P5 – Forestopia; P6 Solarpunk; P7 Seatopia (Teacher Initiated – Pupil agency) • Pilot pupil choice of context for learning (whole class – pupil initiated) • Pilot PBL/Inquiry based learning block of work.(pupil agency and voice driving learning) • Ensure Play-Based Learning embedded in P1/P2 base. (Link to PEF – EYP to support learning) 			Feedback from pupils and staff
		RH	Term 2/3 10 sessions Term 3	Quality assurance procedures
		Pupils/CT	Term 1 6 sessions	Almost all pupils are engaged, motivated and enjoy learning through increased pupil agency and opportunities to develop own learning. (pupil survey)
		Pupils/CT	Term 3/4 6 sessions	
		KM/CTs	Term 4	Staff more confident in enabling pupil agency as part of the curriculum making process.

<p>All pupils experience a range of opportunities to deepen their learning through the outdoor environment.</p>	<p>2. Developing Outdoor Learning Experiences (linked to Learning Environment theme)</p> <ul style="list-style-type: none"> • CLPL for staff on Authority Outdoor Learning Overview and lesson plans • Teachers to plan opportunities for Outdoor Learning • Audit provision over the year • Outdoor Learning embedded in P1 and P2 	<p>KM CT CT/KM</p>	<p>Term 1 Ongoing across the year Term 1</p>	<p>Planning meetings and feedback identify increased opportunities for outdoor learning. Pupil dialogue identifies they value learning in a range of environments including outdoors.</p>
<p>Almost all pupils acquire and use appropriate digital skills to support and deepen their learning, communicate, and can stay safe online.</p>	<p>3. Digital Skills Award and Online Safety (linked to leveraging digital theme)</p> <ul style="list-style-type: none"> • The school builds on achieving the digital skills award. Audit against the 5 digital skills criteria, implement action against self-evaluation. Resources purchased as necessary. Ensure digital skills and computer science are embedded across the curriculum. Celebrate Internet Safety Day. • Develop staff and pupil skills in using a wider range of technologies for learning, teaching, collaborating and communicating e.g. green-screen; spheros. • All staff consider the use of digital technologies when planning learning journeys. 	<p>GD GD/KR CT</p>	<p>Term 1 Term 4 Term 1 and 2 Term 3 Term 4</p>	<p>Self-evaluation Validation visit Pupil focus groups Achieve digit skills award</p> <p>All staff consider leveraging digital as part of the planning process to deepen learning.</p>
<p>All pupils are given opportunities to further develop data-handling skills within the context of 'real-life' mathematics.</p> <p>All pupils have the opportunity to use maths as a lens to develop understanding of social justice.</p>	<p>4. Meeting learner's needs, improving pedagogy in Mathematics and Literacy (linked to pedagogical practices)</p> <ul style="list-style-type: none"> • All staff are increasing aware of using maths as a vehicle for social justice and real-world maths – link to Maths Week Scotland/Global Showcase Week. • Pilot – Data Maths Talks. 	<p>RH</p>	<p>Term 1 Term 3 Term 2</p>	<p>Pupil dialogue identifies an understanding of the types of transferrable skills needed for the future. Pupils experience opportunities for developing their global awareness through mathematics and understand how maths can be used as a vehicle for social justice – linked to maths week and Global Showcase</p>

<p><i>84% of pupils achieve expected levels in Numeracy and Mathematics</i></p> <p>All pupils provided with the opportunity to read for pleasure in a range of situations.</p> <p><i>85% of pupils to achieve expected levels by the end of the session in Reading</i></p>	<ul style="list-style-type: none"> Undertake Reading Schools Award – Gold to encourage reading for pleasure 	<p>KR</p>	<p>Term 1 Term 4</p>	<p>Evidence for application of Silver Award</p> <p>Pupil dialogue and survey indicate improved reading for pleasure.</p>
<p>All pupils have increased opportunities and experiences of different Learning Partnerships to deepen and enrich learning</p>	<p>5. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs (link to learning partnerships)</p> <ul style="list-style-type: none"> Teachers develop the skills to be activators, coaches and catalysts to enrich and deepen learning. Explore ways to increase number of partners to enhance and deepen the learning experience through e.g. <ul style="list-style-type: none"> Contact chamber of commerce, DYW Scotland, Parents, local businesses Building on relationship with school in India – develop opportunities for pupils to learn with and alongside each other. Build on our relationship with Southcraig School – extend opportunities for collaborative working and learning. Potential Christmas Showcase at Auld Kirk Explore Connected Classrooms and/or International Schools Award (links to UNCRC, Global Goals) Pilot – Primary Mock Court in P7 	<p>KM</p> <p>KM</p> <p>KM</p> <p>KR/KM</p> <p>KM SH</p>	<p>Term 1 Term 4</p> <p>Ongoing as appropriate</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 4 Term 1z \\</p>	<p>All pupils can articulate how there are partners in their learning.</p> <p>Feedback from all stakeholders identify how they value and are included in deepening the learning experiences</p> <p>All Teachers identify increased confidence in using partnership approaches to deepen learning</p> <p>Some pupils have the opportunity of working with pupils internationally to develop their understanding of being a global citizen.</p>

<p>Almost all pupils are included and engaged in their learning and are making appropriate progress through developing effective learning partnerships.</p> <p>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.</p> <p>All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.</p>	<ul style="list-style-type: none"> • Embed inclusive technologies for identified pupils. • Review the use of the DMR room and consider using as nurture/intervention space (link to PEF) • Consider interventions being used and potentially explore the use of block play for interventions across school. • Work towards The Keeping the Promise Education Award. Staff CLPL on Trauma informed practice and care-experienced pupils. • Pilot the use of 'Treehouse' materials for mental health and wellbeing 	<p>KR/GD RH/KR</p> <p>RH</p> <p>RH</p> <p>RH/KR</p>	<p>Ongoing – as appropriate</p> <p>Term 1 Term 2</p> <p>Term 2</p> <p>Term 1 Term 4</p>	<p>At least 70% of staff have completed the professional learning on The Promise Award</p> <p>Almost all pupils identify the feel included and belong.</p> <p>Pupil survey and wellbeing webs indicate pupils have strategies they can use for positive mental health.</p>
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Appendix A

Ongoing Curriculum Development and Working Groups:

Element of Deep Learning Design	Themes	Person Responsible
Leveraging Digital	Emerging technologies/Digital Literacy/Computer Science/Digital Safety	GD/KR/TG
Learning Environments	Outdoor Learning inc RHS Award Virtual Spaces	KM/SC/MM GD
Learning Partnerships	DYW/Chamber of Commerce/Local businesses Parental Involvement Pupil profiling based on 6Cs	KM KM KM/RH
Pedagogical Practices	MTV/Equalities/UNCRC/Global Goals Talk 4 Writing Reading Schools Social Justice and Maths Play Based Learning / Enquiry Based Learning <i>Project-based learning - Daydream Believers Project – Solarpunk Island Pilot</i>	CT SH/HM KR RH RH HM/CT/RH

*Global Citizenship Showcase Term 2

*School Show Term 3

Appendix B

Staff Meeting Plan linked to SIP

Staff Meeting	Theme
16.08.23 INSET 1	CP SIP Calendar T&L/Curriculum Rationale inc. Anti-Racist Curriculum Principles Treehouse materials Intro to Adaptive Teaching
19.08.23 INSET 2	Expectations and Deep Learning so far... Curriculum Rationale - 6Cs, Learning Design Rubric, planning format – IDL opportunities Deep Learning 31, 32, 33
04.09.24 Staff Meeting 1	Developing Pupil Agency: IDL Opportunities – Daydream Believers
18.09.24 Authority Twilight 1	Adaptive Teaching Input 1 Adaptive environment Braehead
25.09.24 Staff Meeting 2	Developing Pupil Agency: IDL Opportunities – Daydream Believers
23.10.23 INSET 3	The Promise/Trauma Informed
06.11.24 Staff Meeting 3	Adaptive Teaching 2 Sharing Braehead
13.11.24 Staff Meeting 4	Maths and Social Justice – Data talks / Maths Jotter Moderation
20.11.24 Staff Meeting 5	Adaptive Teaching 3 Holmston - Scaffolding
04.12.24 Authority Twilight 2	Supporting neurodivergent learners
15.01.25 Authority Twilight 3	Relationships, behaviour management and de-escalation
29.01.25 Staff Meeting 6	Peer Learning visit planning
11.02.25 INSET 4	Authority Conference
19.02.25 Staff Meeting 7	Developing Pupil Agency: Review, assess, moderation Deep Learning 29, 30
05.03.25 Staff Meeting 8	Peer visit review and Literacy Jotter Moderation
12.03.25 Staff Meeting 9	Adaptive Teaching 4 - Supporting Highly Able Learners & Digital Adaptations
28.04.25 Staff Meeting 10	School self-evaluation
07.05.25 Staff Meeting 11	Developing Pupil Agency: Planning for PBL/IBL
21.05.25 Staff Meeting 12	Developing Pupil Agency: Planning for PBL/IBL
27.05.25 INSET 5	Cluster Moderation am; Adaptive Teaching session 5 Kincaidston.

Appendix C South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment

Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

ALL SOUTH AYRSHIRE SCHOOLS 2024-2025

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<p><i>To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.</i></p>	<p>Initial meeting with Development Officer to plan 3 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet Development Officer to establish role and responsibilities.</p>	<p>Plan effectively to meet learners' needs:</p>	<p>Adaptive Teaching Programme: Commitments.</p>	<p>Staff survey (pre and post).</p>	<p>June 2024</p>
	<p>All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Development Officer. Development Officer will collate all baseline data, produce a report and share with Headteacher.</p>		<p>Microsoft Form: staff survey and learner surveys. WEE HGIOS Learner Focus Group questions.</p>	<p>Learner Survey (pre and post).</p>	<p>September 2024</p>
<p><i>To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.</i></p>	<p>All teachers read, discuss and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.</p>	<p>Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.</p>	<p>Article – Adaptability: Collie and Martin (2016).</p>	<p>Learner Focus Groups (pre and post).</p>	<p>September 2024</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning. 		<p>Adaptive Teaching Thinglink.</p>	<p>Classroom observation notes, feedback (peers, SLT, DO).</p>	<p>September 2024</p>
<p><i>To evidence an increase in the use of adaptive teaching strategies to meet learner's needs through observations of teaching practice.</i></p>	<p>Test of Change All teachers:</p> <ul style="list-style-type: none"> - compete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners. - identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. <p>Key Lead to complete the Planned Adaptation Tracker and share with Development Officer. Development Officer visit.</p>		<p>The Adaptive Teacher Self-Evaluation of Classroom – Checklist. The Circle Framework and the Inclusive Classroom. The Adaptive Teacher – Planned Adaptation Tracker</p>	<p>Staff professional development and review process. Staff planning and evaluation documents.</p>	<p>November 2024</p>
	<p>Sharing Session Key Leads/HT/DO identify members of staff to present good practice. All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet to be completed. 		<p>Stop, Start, Continue – Self-evaluation sheet.</p>	<p>Analytics from shared teams space (comments, resources, access to the</p>	<p>November 2024</p>

	<p>All teachers:</p> <ul style="list-style-type: none"> - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self-evaluation: What are we doing well? - to develop <u>identify an area of</u> scaffolding in Literacy or Numeracy. <u>to develop.</u> 		<p>The Adaptive Teacher Self-evaluation Sheet: Scaffolding</p> <p>The Adaptive Teacher Thinglink.</p>	<p>tool kit and materials).</p> <p>Tracking data on learner progress.</p>	<p>November 2024</p>
	<p>Test of Change All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners in Literacy/Numeracy. <p>Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with Development Officer. Development Officer visit.</p>		<p>Interactive Scaffolding Posters. The Adaptive Teacher Thinglink. Adaptive Learning Planning Template – Scaffolding. Planned Adaptation Tracker: Scaffolding.</p>	<p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>February 2025</p>
	<p>All teachers:</p> <ul style="list-style-type: none"> - attend Adaptive Teaching Input 3: Supporting Highly Able Learners & Digital Adaptations. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development: embed use of Digital Tools to meet needs of learners or challenge highly able learners. 		<p>The Adaptive Teacher Thinglink.</p> <p>Highly Able Learners Top Tip Poster.</p>		<p>March 2025</p>
	<p>Test of Change All teachers</p> <ul style="list-style-type: none"> - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. <p>Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with Development Officer. Development Officer visit.</p>		<p>The Adaptive Teacher Thinglink.</p> <p>Planned Adaptation Tracker: Highly Able Learners/Digital.</p> <p>Adaptive Teacher Planning Template: Highly Able Learners/Digital</p>		<p>May 2025</p>
	<p>Sharing Session Key Leads/HT/DO identify members of staff to present good practice. All teachers:</p> <ul style="list-style-type: none"> - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet to be completed. 		<p>Stop, Start, Continue – Self-evaluation sheet.</p>		<p>May 2025</p>
	<p>Complete all post surveys: learners and staff online surveys a Key Lead and DO to complete Learner Focus Groups. Development Officer to collate all endline data, produce a report and share with Headteacher. HT/DO use report to inform SQR/SIP for 2025-26.</p>		<p>Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.</p>		<p>June 2025</p>

Appendix D
Summary of PEF Plan

Outcomes and Measures	Intervention Description	Expected Impact
<p>Outcomes – Aims (Details targets/% 23/24, 24/25, 25/26)</p> <p>Smooth transition from ELC to Primary 1 for identified children, ensuring their mental health and wellbeing</p> <p>Raised attainment in Reading, Writing and Numeracy as a result of high-quality interactions between adults and children for almost all pupils in Reading, Writing and Numeracy as a result of high-quality interactions between adults and children</p> <ul style="list-style-type: none"> • Teacher Judgements • SNSAs <hr/> <p>Measures</p> <p>Baseline Assessment completed on entry – assessing children’s communication and language skills, early reading behaviour and phonological awareness, ability to mark-make and write, as well as their counting and number recognition, fine and gross motor manipulation, and social interaction</p> <p>Developmentally appropriate interventions and support for targeted children</p> <p>Shared planning for progression and continuity</p> <p>Observations and assessment against Es and Os documented on Evidence Me</p>	<p>Intervention 1 Max 200 words</p> <p>EYP appointed to ensure:</p> <ul style="list-style-type: none"> • Transition from ELC to Primary 1 is successful • Interventions to support identified gaps in children’s learning and development • Nurture – ensuring children’s personal, social and emotional needs are met as a new class is formed • PBL and pedagogy, specifically in P1 • Setting up provocations for learning which reflect children’s interests • Documenting their learning • Active Phonics (RWI) and Reading • Talk for Writing • CPA approaches to Numeracy 	<p>Children happy and settled in P1 as a result of positive and nurturing relationships.</p> <p>Observations of children’s learning indicate significantly improved attainment in Reading, Writing and Mathematics.</p> <p>A number of children achieving Early Level earlier than expected.</p> <p>Depth of understanding and confidence in applying skills in real-life contexts.</p> <p>Children able to express themselves and articulate their understanding (sustained, shared thinking – see Rationale).</p> <p>Confidence and fluency in Reading.</p> <p>Application of Phonics in Writing – several children able to write independently.</p> <p>Children confident in using concrete materials to develop understanding in Numeracy and Mathematics.</p> <p>Play is integral to learners’ experiences.</p> <p>Improved attainment in SNSAs.</p>

<p>Outcomes – Aims (Details targets/% 23/24, 24/25, 25/26) Identified pupils make progress towards individual targets through additional support as appropriate to their needs.</p> <p>P5 Target for reading 82% of pupils on track. P6 Target in Reading 80% of pupils on track.</p>	<p>Intervention 2 0.2 teacher and 11 hrs Pupil support assistant to work on specific interventions to close gaps in learning. Interventions to consider as appropriate include:</p> <ul style="list-style-type: none"> • 3 Read Approach and Numicon • 5 minute boxes for P1 and P2 • Plus 1 and Power of 2 programme • PAT Phonics • Toe by Toe <p>Focus cohort: Primary 5 and Primary 6</p>	<p>Individual pupils make sufficient progress they no longer require interventions and can begin to access the learning through the differentiation within the class (Link to Adaptive Teaching)</p>
<p>Measures Staged intervention targets and evaluations. Teacher assessments, SNSA, standardised tests</p> <p>Pupils make improved progress from previous year</p>		

