



Maidens Primary School and Early Years Centre

SCHOOL IMPROVEMENT PLAN: 2021-2022



South Ayrshire Vision

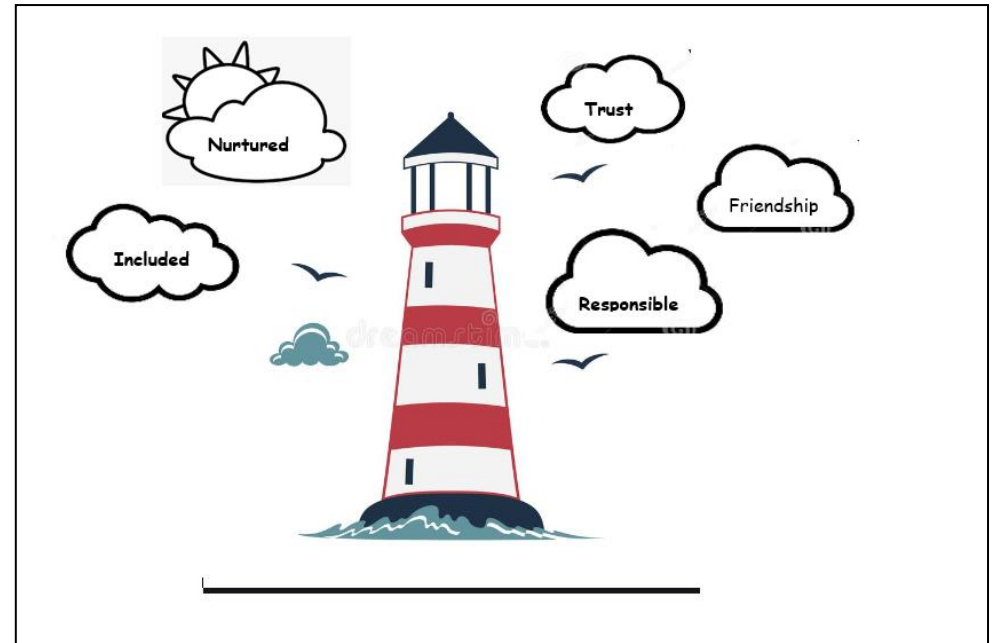


Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of the educational services.

Maidens Vision

At **Maidens Primary Schools and Early Years Centres** we believe that the right motivations can move the world. In striving to provide these motivations our vision is that:

Many talents are developed to promote
Articulate, **responsible** learners who have
Inquisitive minds and are **nurtured** and
Determined to succeed with a **responsible** approach
Enterprising attitudes in an environment where **friendships** blossom
Nothing is insolvable and everyone is **included** in a
School where **trust** is valued.



Values

Our values are:
Included, Nurtured, Friendship, Responsibility and Trust.

“IN Friendship and Responsibility we Trust”

Agreed by pupils, parents and staff (November 19) Revisited August 2020

At Maidens Primary School and Early Years Centre we aim to be a positive, inclusive and continuously improving learning organisation. We aspire to achieve this in many ways, including utilising the local and national plans, and frameworks below

South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the localeconomy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

Children's Services Plan - Draft

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

National Improvement Framework

1. Improvement in attainment, particularly in 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
4. Improvement in employability skills and sustained positive school leaver destinations for all young peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework Drivers

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance Information

Summary Statement and Priorities

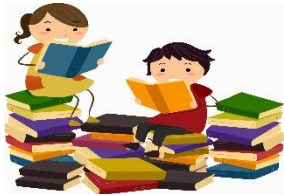





Using Self Evaluation, as a staff team, we reviewed the 2020-2021 School Improvement Plan (SIP). We have included our evaluation of this performance data review within our Standards and Quality 2021 Report which accompanies this document. In consultation we have identified the priorities for the forthcoming year as highlighted below within this SIP. The priorities and targets in this plan enable us to clearly set out the next steps on our journey, promoting a Curriculum for Excellence throughout and have been developed through the school audit process which has included:

- Consultations with staff and staff audits
- Parental Questionnaires
- Pupil Questionnaires and pupil impact/feedback activities
- Self-evaluation using HGIOS 4 and Care Inspectorate HGIOELC
- Tracking, monitoring and evaluation of learning and teaching

The priorities within the 2021-2022 School Improvement Plan were devised with staff in Term 4, 2020-21; will be discussed with the Pupil and Parent Councils in September 2021, before being shared with parents, also in September 2021. The SIP is a working document and is regularly reviewed and adapted to ensure it is meeting the needs of the pupils of Fisherton and Maidens Primary Schools and Early Years Centres.



Our key priorities this year will be:

1. Raising children's attainment and achievement in Literacy, with a focus on COVID recovery.		To improve children's literacy skills within the Early Years Centre.	To ensure there is a continued focus on children's reading skills within Maidens and Fisherton Primary Schools in order to raise attainment and inspire young writers.	To ensure high quality teaching and learning through a progressive spelling programme.	To improve children's writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers.		COVID Recovery - To identify and work with pupils who have lost ground during periods of remote learning.
2. Raising children's attainment and achievement in Maths, with a focus on COVID recovery.		To improve children's numeracy skills within the Early Years Centre.	To ensure all children benefit from high quality learning and teaching in order to raise attainment.	To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment.	To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners.		COVID Recovery - To continue to effectively use interventions to raise attainment in numeracy.
3. Meet children's needs by further implementing the GIRFEC agenda.		To ensure children are safe, happy and settled at school.	Ensure continued development of children's rights and pupil voice.	To develop the use of the outdoor environment and outdoor learning to enhance the health & wellbeing of all pupils.	Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities within a nurturing classroom environment.		To support children, staff and parents/carers wellbeing through the continual changes as a result of the COVID 19 pandemic.

PRIORITY 1: Raising children's attainment and achievement in Literacy, with a focus on writing.
HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement
NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.
National Priorities: 2,4,5 & 6

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Cluster Priorities To improve children's technical skills for writing across the curriculum.</p> <p>To build consistency of approach in pupil experience of writing across the cluster.</p>	<ul style="list-style-type: none"> ➤ Through Talk for Writing create a P7-S1 cluster transition project based on a piece of text ➤ P1 and P2 staff to undertake training in the Building Blocks of Literacy providing an in-depth focus on literacy learning and teaching ➤ Relevant staff to undertake Talk for Writing CLPL to develop staff capacity and consistency in teaching writing 	TBC	<p>Dec 2021</p> <p>April 2022</p> <p>May 2022</p>	<p>All children are applying consistent writing strategies.</p>
<p>School Priority</p> <p>Improved attainment in the EYC through development of children's literacy skills. QI 3.2</p>	<ul style="list-style-type: none"> • Staff will continue to engage with Building the Ambition in order to provide high quality reading, writing and listening and talking opportunities in the playroom, outdoors and local area. • Continue to engage in pedagogical staff training opportunities. • To continue to develop phonological awareness in the Early Years Centre and foster a love of reading and writing. • To continue to assess, plan and track the developmental milestones and 	All Early Years Staff & Early Years Teacher	<p>August 2021- June 2022</p> <p>Oct 2021 & May 2022</p> <p>August 2021- June 2022</p>	<ul style="list-style-type: none"> ➤ Assess in October using Developmental Milestones in order to track pupil progress. • Re-assess developmental milestones in May to show value added from October so that all children achieve 85% of their Literacy milestones. • Highlight children who fall below 90% attendance - bespoke interventions arrangements initiated for poor attenders.

85% of children achieving age appropriate CfE Levels in reading and writing. QI 3.2	<p>target children who are not on track to meet developmental milestones.</p> <ul style="list-style-type: none"> To moderate writing 3 times in the session <p>o Pencil control - fine motor skills</p> <p>o Drawing recognisable shapes</p> <p>o Drawing a recognisable person</p> <p>o Writing letters</p> <p>o Writing your name</p> <ul style="list-style-type: none"> To ensure that children's voice is evident in profiles and floorbooks and that benchmarks and experiences and outcomes are used to plan, assess and track children's progress. To increase opportunities for digital technologies within this aspect of learning to help establish a culture of inquiry, innovation and exploration. Introduce Makaton within the playroom and embed into daily routines. 	Avril Foakes (PT)	Termly	<ul style="list-style-type: none"> Moderation will show where supports are required in writing and teacher will work with target pupils.
		All Early Years Staff & Early Years Teacher	August 2021-June 2022	<ul style="list-style-type: none"> Evidence of pupil engagement with a variety of digital technologies will be evident in profiles and floorbooks. Children should be able to communicate using Makaton.
	<ul style="list-style-type: none"> Increase opportunities for children to be involved in reading activities for enjoyment and track reading progress through the Accelerated Reader programme. Through use of STAR assessment data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age. To increase motivation and engagement in reading by providing a comfortable and 	All Early Years Staff & EY Teacher	August 2021-June 2022	
		Class Teachers & School Assistants	August 2021-June 2022	<ul style="list-style-type: none"> 85% children in P1, P4, P7 to attain age appropriate CfE levels and age equivalent standardised testing results (SNSA). 15% children who are not achieving receive targeted support 5% children in P1, P4, P7 to score medium or high in SNSA assessments. 100% children participate in motivational reading and writing experiences

<p>Improved attainment in children's spelling through development of a progressive spelling programme.</p>	<p>inviting library with a clear system and regular opportunities for pupils to borrow books.</p> <ul style="list-style-type: none"> • Audit and review the reading and library books available within the school to ensure we have adequate current and inspiring books available. <ul style="list-style-type: none"> ➤ Re-evaluate current teaching approaches, implement a progressive spelling policy ➤ CLPL to develop staff knowledge on the teaching of spelling ➤ Provide a variety of opportunities across a range of genres for pupils to transfer learning into writing ➤ Use a targeted approach through the Stareway to spelling programme for pupils who are well below their expected spelling age ➤ Liaise with SA Literacy Development Officer Sally Law in order to ensure robust progressive spelling programme is in place. 	<p>Leeanne Campbell Avril Foakes</p> <p>Mhairi Gibson Amanda Holland All Class Teachers & School & Assistants</p>	<p>August 2021- June 2022</p>	<ul style="list-style-type: none"> ➤ Spelling attainment will be determined through the use of GL spelling assessment with children's reading ages being tracked.
<p>To improve children's writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers. QI 3.2</p>	<ul style="list-style-type: none"> ➤ Implement Pie Corbett Talk4 Writing approaches across all classes in order to improve communication, confidence & attainment in writing. ➤ Staff will engage in quality CLPL and form part of SA Cohort B in order to work together to build a community of practice. ➤ Develop Talk4 Writing planners to support the books/plan units 	<p>All Class Teachers</p>	<p>August 2021- June 2022</p>	<ul style="list-style-type: none"> ➤ Oxford Writing Criterion Scale will be used to assess pupil progress. ➤ The Scottish child friendly criterion scale will be used by pupils to self-evaluate and set progress targets.

<p>COVID Recovery - To identify and work with pupils who have lost ground during periods of remote learning.</p>	<p>around reading spines we gave available in school & create story sacks.</p> <ul style="list-style-type: none"> ➤ Staff will undertake moderation of writing across all stages in order to ensure understanding of what achievement looks like at each level and to ensure progression. 	<p>All Class Teachers, Pupil Support teacher & school assistants</p>	<p>August 2021-June 2022</p>	
	<ul style="list-style-type: none"> ➤ Progress and attainment data will be gathered and monitored on a termly basis. ➤ Pupil support timetable will be implemented using results of evidence gathered. ➤ Recovery methods would be implemented using a variety of approaches based on pupil need. ➤ To collaborate with SA Literacy Development Officer Sally Law in order to ascertain any good practice within the authority that we are unaware of. 	<p>All class teachers, Sally Law, Support Teacher, School Assistants & Covid Recover teacher.</p>	<p>August 2020-June 2021</p>	<ul style="list-style-type: none"> ➤ Impact will be measured through the monitoring of attainment data and jotter audits.

PRIORITY 2: Raising children's attainment and achievement in Maths, with a focus on improving professional learning.
HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment , 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2
Raising attainment and achievement
NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.
National Priorities: 2,4,5 & 6

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	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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<p>Cluster Priority To improve children's numerical skills.</p> <p>To build consistency of approach in pupil experience across Cluster.</p>	<ul style="list-style-type: none"> ➤ Continue to embed the Level 2 Study Pack within Cluster Primaries ➤ Discussion and feedback on the level 2 study packs with Carrick Academy Maths Department <ul style="list-style-type: none"> ➤ Level 2 Study Pack used as method of assessment for P7 transitioning into S1 	Cluster HT's	<p>August 2022</p> <p>Oct 2021</p> <p>May/June 2022</p>	<ul style="list-style-type: none"> • Children are applying consistent numeracy skills • All children across Cluster are taught agreed skills • Reduction in gaps in learning at point of transition
<p>School Priority Increased attainment in numeracy within the EYC QI 3.2</p>	<ul style="list-style-type: none"> ➤ Staff will continue to engage with Building the Ambition in order to provide high quality numerical and mathematical opportunities in the playroom, outdoors and local area. ➤ To continue to assess, plan and track the developmental milestones and target children who are not on track to meet developmental milestones and 	<p>All class teachers</p> <p>All EY staff & EY Teacher</p> <p>All EY staff & EY Teacher</p>	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<ul style="list-style-type: none"> • Assess in October using Developmental Milestones in order to track pupil progress. • Re-assess developmental milestones in May to show value added from October so that all children achieve 85% of their Numeracy milestones. • Highlight children who fall below 90% attendance -

<p>To ensure all children benefit from high quality learning and teaching in order to raise attainment. Q.I 2.3</p> <p>To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment. QI 3.2</p>	<p>use Home Link numeracy bags to support their learning.</p> <ul style="list-style-type: none"> ➤ To increase opportunities for children to encounter number, shape and mathematical concepts throughout their experience in all areas of the EYC, inclusive of the outdoors and apply their knowledge in the EYC. ➤ To revisit planning to ensure that children's voice is heard and that benchmarks and experiences and outcomes are used to plan, assess and track children's progress. <ul style="list-style-type: none"> ➤ Increase teacher confidence in teaching Numeracy and Mathematics through support from Numeracy Development Officer, Scott Morrow. ➤ All staff to engage in numeracy professional learning to develop classroom strategies. ➤ Concrete and pictorial resources including 'Count on Us' boards are available and embedded in numeracy lessons throughout the school with a focus on ensuring children within the upper department have these opportunities without any feeling of stigma. <ul style="list-style-type: none"> ➤ GL assessment will be used this session as provided by SAC in 	<p>Avril Foakes (PT)</p> <p>All EY staff & EY Teacher</p> <p>All EY staff & EY Teacher</p> <p>All EY staff & EY Teacher</p> <p>All Class Teachers</p> <p>L. Campbell (HT) A. Foakes (PT)</p>	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p> <p>August 2021-June 2022</p> <p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<p>bespoke interventions arrangements initiated for poor attenders.</p> <ul style="list-style-type: none"> • Baseline assessments at all stages carried out in August, and May to measure impact of approaches, these demonstrate that 80% of children are on target. <ul style="list-style-type: none"> • P2-P7 GL standardised assessments provided by local authority.
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<p>To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners. QI 3.3</p> <p>COVID Recovery - To effectively use interventions to raise attainment in numeracy. QI 3.1</p>	<p>order to track progress and attainment.</p> <ul style="list-style-type: none"> ➤ Accelerated Maths STAR assessments used to by pupils to track their own progress and set own targets. ➤ Continue to involve children more consistently in using benchmarks to support learning conversations and in setting their own targets. <ul style="list-style-type: none"> • All classes to Use the creative Star – Numeracy across the curriculum Outdoors resource (Thinking Child over 100 ideas for numeracy outdoors) • New resources will be explored and purchased for the playground if required • Whole-school focus on weekly numeracy in the outdoors <ul style="list-style-type: none"> ➤ A variety of interventions will be used to target pupil support needs. ➤ Robust assessment and tracking of children will identify those requiring interventions. 	<p>All Class Teachers</p> <p>All Class Teachers</p> <p>All Class Teachers</p> <p>All Class Teachers &</p>	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<ul style="list-style-type: none"> • Children have increased Outdoor learning opportunities which is tracked and discussed at planning conversations. • 100% of children experiencing outdoor learning weekly <p>➤ Impact of interventions measured using baseline assessments.</p>
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	<ul style="list-style-type: none"> ➤ Teaching staff and support staff have increased ownership of intervention support at each stage and intervention work is followed up consistently by monitoring impact with the Pupil Support Coordinator during learning conversations. 	School Assistants Leeanne Campbell (HT) Avril Foakes (PT)		
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<p>PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL Meet children's needs by further implementing the GIRFEC agenda. HGIOS4/HGIOELC QI:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement NIF: 1. Improvement in attainment, particularly in 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 National Priorities: 2,4,5 & 6</p>				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Cluster Priority Achievement of Mental Health & Wellbeing Charter mark</p> <p>Implementation of Cluster policy on LGBT+ children's mental health and resilience</p>	<ul style="list-style-type: none"> ➤ Each school to complete HWB self-evaluation and action plan for Mental Health & Wellbeing Charter ➤ Cairn PS to support Cluster schools to complete activities required to achieve charter mark <ul style="list-style-type: none"> ➤ Cluster policy on LGBT+ to be shared with all schools and developed to suit individual contexts 		September 2022 June 2022 June 2022	<p>Children demonstrate that they are confident in accessing relevant information and support.</p> <p>Children will be happy, safe and included and measured using the well-being webs.</p>

<p>School Priority To ensure children are safe, happy and settled at school. QI 3.1</p>	<ul style="list-style-type: none"> ➤ Introduce a breakfast club from 8.45am-9.45am. ➤ Soft start & daily emotional check ins established and consistent across all stages. ➤ Establish a group of pupil volunteers to form a RRS steering group. ➤ Establish nurture groups and identify relevant pupils for weekly group input. ➤ Ensure all staff take responsibility for a masterclass group and continue to develop committees to build confidence and leadership skills. ➤ Introduce bar code system for awarding House Points instantaneously to reward & celebrate achievement. ➤ Carry out an audit to establish pupils requiring nurture/LIAM input, nurture teacher to provide input once a week to support pupil's emotional and social well-being. ➤ Boxall Profile to be undertaken by pupils attending the Nurture Group. ➤ All staff & pupils aware of who has been trained to support Mental Health and can access during timetabled drop in sessions or as and when required. 	<p>All class teachers Allison Eaglesham (Nurture) Laura Martin (LIAM) Avril Foakes (MH)</p>	<p>August 2021- June 2022</p>	<ul style="list-style-type: none"> ➤ Children's SHANARRI measures shows an increase in emotional wellbeing for each child. ➤ 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments. ➤ All key staff will be flexible and responsive to the mental health of children and staff. ➤ SLT learning Walks and learning conversations will demonstrate and evidence that pupils are safe, happy and settled at school.
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<p>Ensure continued development of children's rights and pupil voice.</p> <p>To develop the use of the outdoor environment and outdoor learning to enhance the health & wellbeing of all pupils.</p>	<ul style="list-style-type: none"> ➤ Nurture principles to be embedded throughout the school with Nurture Policy shared with parents/carers & all staff. ➤ Identify pupils who would benefit from music therapy and provide targeted 1-1 or group sessions. ➤ RRS policy shared with parents/carers & all staff. ➤ Create RRS pupil steering group. ➤ Children's rights remain a high and visible priority throughout the school and EYC. ➤ Wee HIGIOS used with pupils as a tool for self-evaluation and improvement. ➤ Masterclasses & committee groups re-established ➤ All P4-7 pupils engage in a progressive programme of outdoor learning activities on a weekly basis. ➤ EYC children & P1-3 pupils working towards achievement of Wild Challenge Award/RSPB award. ➤ EY & P1-3 participate in monthly collaborative outdoor learning days as part of N-P1 transition programme. ➤ Staff CLPL in order to increase staff knowledge and confidence. ➤ Community & pupil collaboration in the creation of sensory path 	<p>Avril Foakes (PT)</p> <p>All staff</p> <p>All class teachers & EY practitioners</p>	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<ul style="list-style-type: none"> ➤ Achievement of RRS Silver Award ➤ Wee HIGIOS feedback ➤ Regular articles in local magazine. ➤ Minutes of committee meetings. ➤ Pupils motivated to take on leadership roles. ➤ 100% of children engage in at least 2 hours of outdoor learning on a weekly basis. ➤ All EY children and P1-3 pupils achieve certification. ➤ EY staff achieve John Muir Award.
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<p>Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities within a nurturing classroom environment.</p> <p>To support children, staff and parents/carers wellbeing through the continual changes as a result of the COVID 19 pandemic.</p>	<p>to increase use of outdoor classrooms.</p> <ul style="list-style-type: none"> ➤ EY staff to work towards achievement of John Muir Award. ➤ Children consulted with respect to the development of outdoor areas within the school site. ➤ Infant classes will provide opportunities for learning through play and exploration and embed the pedagogy of continuous provision as advocated by Alistair Bryce-Clegg. ➤ Relevant staff attend CLPL webinars on Play Based Pedagogy and consult with SAC EY Development Officers. ➤ Classroom are well-organised, class charters & daily check-ins are evident. ➤ A variety of teaching & learning strategies are evident including active learning, MTV and AIFL to engage all pupils. ➤ High quality interactions between staff and pupils is obvious, mutually respectful relationships are noted. ➤ COVID recovery teacher to work with identified pupils on a targeted basis. ➤ Nurture groups, drop-in sessions, music & art therapy to provide specialist emotional wellbeing input. ➤ Staff required to self-isolate will be supported to work from home and will contribute to the learning & teaching priorities by remote delivery. ➤ Staff will be encouraged to share HWB professional development as a 	<p>All class teachers & EY practitioners</p> <p>All staff</p> <p>Alison Purdie</p>	<p>August 2021-June 2022</p>	<ul style="list-style-type: none"> ➤ Attainment data will show an increase in pupil progress. ➤ Pupil survey responses will reflect enthusiasm for learning, sense of achievement and learning appropriately matched to needs. ➤ RRS questionnaire responses highlight that pupils feel respected, safe, valued and included. ➤ COVID recovery teacher can be used to support staff absences due to the pandemic. ➤ All staff who are fit to work from home will be given appropriate tasks to support learning & teaching priorities. ➤ Staff will share their knowledge and skills to support the wellbeing of all. ➤ Staff will support each other where possible and safe to do so.
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	<p>team and provide peer to peer support for one another.</p> <ul style="list-style-type: none"> ➤ Pastoral support will be provided to staff as necessary. ➤ Regular communication maintained through Sesaw/TEAMS and school correspondence, Newsletters etc. A variety of links to parental support provided through these platforms. 			
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PRIORITY 4: EARLY YEARS CENTRE IMPROVEMENT PRIORITIES

HGIOS 4/HGIOELC QI: 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.2 Raising attainment and achievement

NIF: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children.

National Priorities: 2,4,5 & 6

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Early Years Priorities: Provision of opportunities within the Early Years Centre which maximises pupil successes and achievements within Literacy, Numeracy and Health and Well Being.</p>	<p>By ensuring high quality indoor & outdoor learning environments are provided that are literacy & numeracy rich & that provide opportunities for child led learning and encourage independent learning & enquiry.</p>	<p>L Campbell (Head Teacher) Whole EY team</p>	<p>August 2021- June 2022</p>	<p>✓ Improve attainment achieved in Literacy, Numeracy and Health and Well Being Developmental Milestones targets for Pre-School children to ensure achievement figures reflect the authority average.</p>
<p>Recommence Intergenerational learning opportunities (dependent on COVID 19 restrictions)</p>	<p>By re-establishing links with Malin Court, holding termly meetings with residents and staff to plan mutually beneficial activities. Recommence fortnightly visits.</p>	<p>Malin Court Care Staff Avril Foakes (PT) Early Years Staff – Louise McPhee</p>	<p>August 2021- June 2022</p>	<p>✓ Photographic evidence via floorbooks, document children/residents comments regarding the impact it's had on them. Pupil/parent/resident impact surveys.</p>
<p>Identification and effective early intervention to support children with delayed language development.</p>	<p>By embedding the strategies and techniques learned through Early Talk Boost training.</p>	<p>Early Years Staff - Catherine McClelland (lead) EY Teacher</p>	<p>August 2021- June 2022</p>	<p>✓ Audio evidence recorded on e-profiles, staff professional judgement, parental & Health Visitor partnership, evidenced through Talk Boost trackers.</p>

Effective use of Home Link Resources	<ul style="list-style-type: none"> ✓ Specific bags issued to targeted pupils on a weekly basis to support emotional and/or developmental needs. ✓ All children will develop an interest and love of books/stories (CAPER) ✓ Pre-school children will develop their literacy & numeracy skills through Home Link bags in terms 3 & 4. ✓ Children who achieve all milestones will receive challenge bags linked to learning in Lit & Num at Early Level. 		August 2021-June 2022	<ul style="list-style-type: none"> ✓ Pictorial evidence through e-profiles, tracking evidence produced by computer software. Achievement of Numeracy & Literacy developmental milestones. ✓ Evaluations & book reviews from parents/carers, achievement of developmental milestones, staff witnessing social/emotional development/maturity.
Introduce teaching & learning in ML +1 (French)	<ul style="list-style-type: none"> ➤ Using Camembear Resources & SAC skills pathways, staff will embed the use of French greetings, colours, numbers etc. into everyday group time. 	All Early Years Staff EY Teacher Catherine McClelland (lead)	August 2021-June 2022	<ul style="list-style-type: none"> ✓ Oral evidence documented in e-profiles & staff witnessing children using the language accurately. ✓ Children teaching French words & phrases to residents & staff as part of Intergenerational Learning at Malin Court.
Continued parental engagement through the Family Learning Team	<ul style="list-style-type: none"> ➤ Maintaining Maidens EYC Facebook page & use of Twitter to share learning, information, events etc. Continue to offer PEEP sessions, workshops, 'Biscuit & Blether', 'Invite 	Early Years Staff - Shevon Moran & Marie McHarg (PEEP)	August 2021-June 2022	<ul style="list-style-type: none"> ➤ Staff will regularly update all information platforms to ensure continued parent/carer engagement. ➤ Family learning experiences will be enhanced through active engagement.

Introduce programme to improve/encourage pupil balance, confidence on wheels.	<p>Someone Special' events. (When safe to do so)</p> <ul style="list-style-type: none"> ➤ Staff training 'Play on Pedals' (SAC). ➤ Purchase or source from SAC further balance bikes & helmets 	Early Years Staff Sarah Pye (SAC EY Development team)	August 2021-June 2022	✓ Increase in the number of pupils who can confidently ride a pedal or balance bike independently.
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Maidens PEF Budget

Strategic Objectives	Non-Staff Intervention/resource/CLPL	Cost
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<ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> <p>2. Reduce poverty and disadvantage</p> <p>3. Enhanced Environment through social cultural and economic activities.</p> <ul style="list-style-type: none"> • <i>Educational Services Plan and National Improvement Framework Priorities</i> <p>3. Improvement in children and young people's health and wellbeing</p> <ul style="list-style-type: none"> • <i>Children's Services Plan</i> <p>4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.</p>	School Assistant- 10 hrs including Music after school clubs	£6563
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<ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <ul style="list-style-type: none"> • <i>Educational Services Plan and National Improvement Framework Priorities</i> 3. Improvement in children and young people's health and wellbeing <ul style="list-style-type: none"> • <i>Children's Services Plan</i> 4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. <ul style="list-style-type: none"> • 	Ten-week swimming block for EYC pre-school pupils	£1000
<ul style="list-style-type: none"> • <i>South Ayrshire Council Plan;</i> 2. Reduce poverty and disadvantage 3. Enhanced Environment through social cultural and economic activities. <ul style="list-style-type: none"> • <i>Educational Services Plan and National Improvement Framework Priorities</i> 3. Improvement in children and young people's health and wellbeing <ul style="list-style-type: none"> • <i>Children's Services Plan</i> 1. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. <ul style="list-style-type: none"> • 	Transport to venue for outdoor experience in new environment for whole school	£688
		£8821