



**Castlefield Primary School and Nursery Class**  
**East Kilbride**

**Strategic Improvement Priorities over 3 year cycle**

**Timescale:2023-26**

Strategic Priority	Year 1	Year 2	Year 3
1.	Raise attainment in Literacy and Numeracy through sharing, understanding and applying standards and expectations in Learning, Teaching and Assessment and ensuring high-quality learning experiences for all children.	Raise attainment in Literacy and Numeracy through sharing, understanding and applying standards and expectations in Learning, Teaching and Assessment and ensuring high quality teaching and effective use of assessment.	Continue to raise attainment in Literacy and Numeracy through sharing, understanding and applying standards and expectations in Learning, Teaching and Assessment and ensuring high quality tracking, monitoring and assessment.
2.	Raise attainment in Writing through implementation of Talk for Writing programme at two stages.	Raise attainment in Writing at all stages using the Talk for Writing programme and Moderation.	Continue to raise attainment in Writing at Early, First and Second Levels and ensure the Talk for Writing programme is fully embedded.
3.	Improve health and wellbeing of learners and play based learning at all stages through the implementation of Outdoor Play and Learning (OPAL) and through P1 teacher participation in SLC Play Pedagogy training.	Effective planned and responsive tracking of experiences and outcomes through outdoor play and learning at Early Level.	Effective planned and responsive tracking of experiences and outcomes through outdoor play / enquiry based learning at all levels.
4.	Raise attainment in Literacy and Numeracy at Early Level by introducing Play Pedagogy at P1.	Raise attainment in Literacy and Numeracy at Early Level by introducing Play Pedagogy to include P1 and P2.	Raise attainment in Literacy and Numeracy at Early Level by introducing Play Pedagogy to include P1, P2 and P3.

**Context of school**

Castlefield Primary School is situated in the Greenhills area of East Kilbride. It has a mix of council and privately owned properties and is part of the Duncanrig Learning Community. Our catchment is growing as new houses are built. The new school building was opened in 2007 and provides an excellent, modern learning environment in which our children can learn and achieve. Our current role varies year on year with between six and eight classes. The role for 2023/24 is 152 children over 7 classes and the nursery class has a role of 25. Castlefield Primary School and Nursery Class were inspected by HMI in 2015.

The staffing for session 2023/24 is 10.4 full time equivalent teachers (FTE) which includes the Head Teacher and Principal Teacher. This is complemented this year by a 1.0FTE Acting Principal Teacher (Nurture) from our PEF budget and 0.3 additionality. From August in the nursery class we will have 9.0 FTE Early Years Workers and one support worker, who will be supported by the Nursery Depute. The work of the school is further supported by 1 School Team Leader, 3.0 FTE Support Assistants, 1 janitor, 4 catering staff and 4 cleaners.

All staff promote positive relationships within the school and foster an ethos which encourages pupils to respect themselves and others. Our school vision is to provide a community where everyone feels nurtured, respected and included. This year there will be a focus on revising and embedding our core values.

Our mission is to support the whole child in their path to lifelong learning. We endeavour to **‘Be safe, Be Kind, Be Ready to Learn’**.

We aim to provide an appropriate, balanced curriculum to suit the needs and abilities of individual pupils. We also strive to give our pupils the knowledge and skills they will need to enable them to become active and valuable members of the community. Encouraging every child to meet their full potential is at the heart of everything we do at Castlefield Primary School and Nursery and we aim to ensure that all our children are nurtured, safe, active, healthy, achieving, included, respected and responsible.

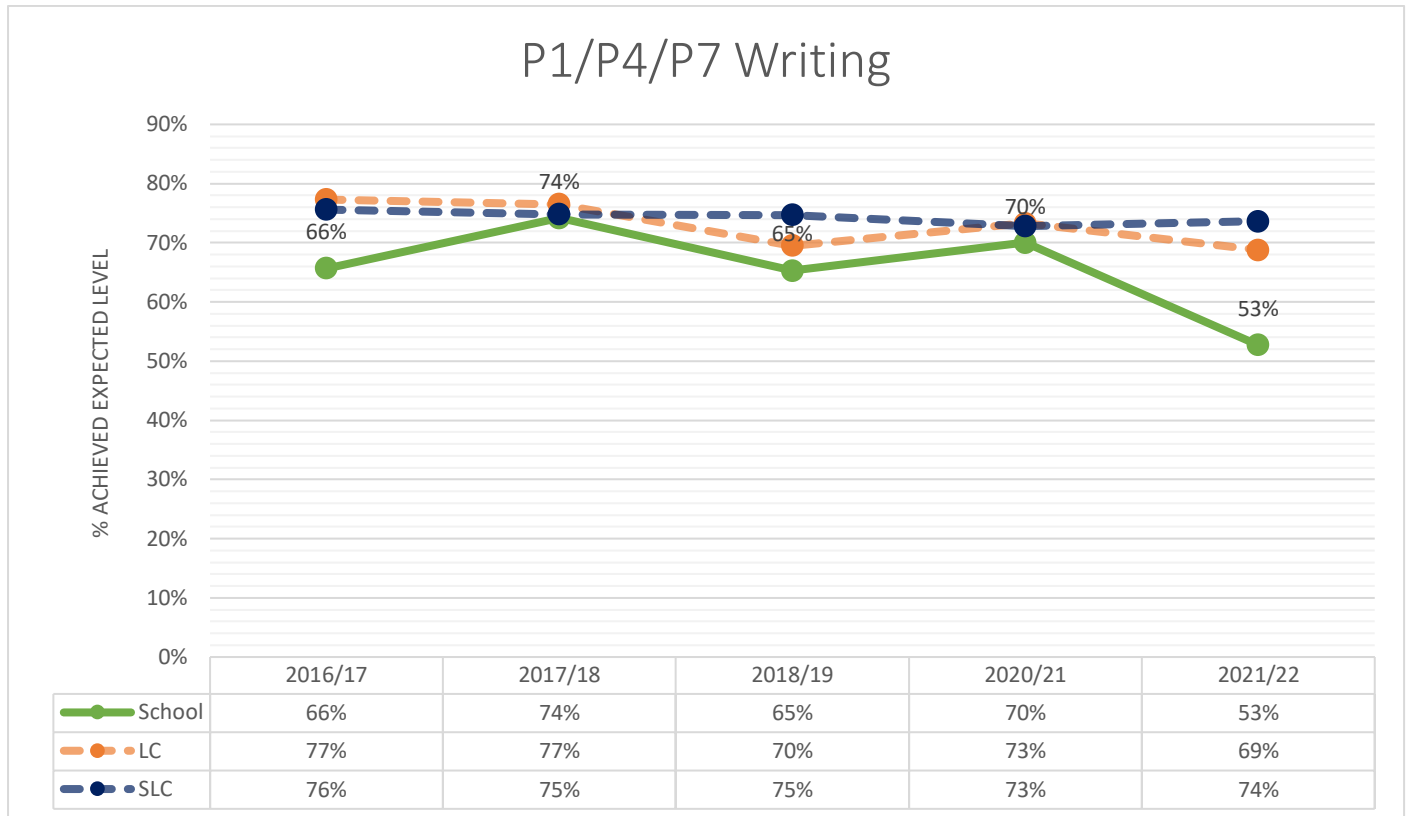
We have an active and engaged Parent/Carer Council (PCC) and PTA (fundraising body) made up of parents from both school and Nursery who work together to effect change in school practice via curriculum consultation, school improvement, raise funds and support parents by helping us keep the price of school excursions to a minimum.

We are part of the Duncanrig Learning Community and we have developed strong links with local schools. The vast majority of our children move on to Duncanrig High to continue their education. We have strong partnerships with our secondary colleagues to ensure smooth transitions.

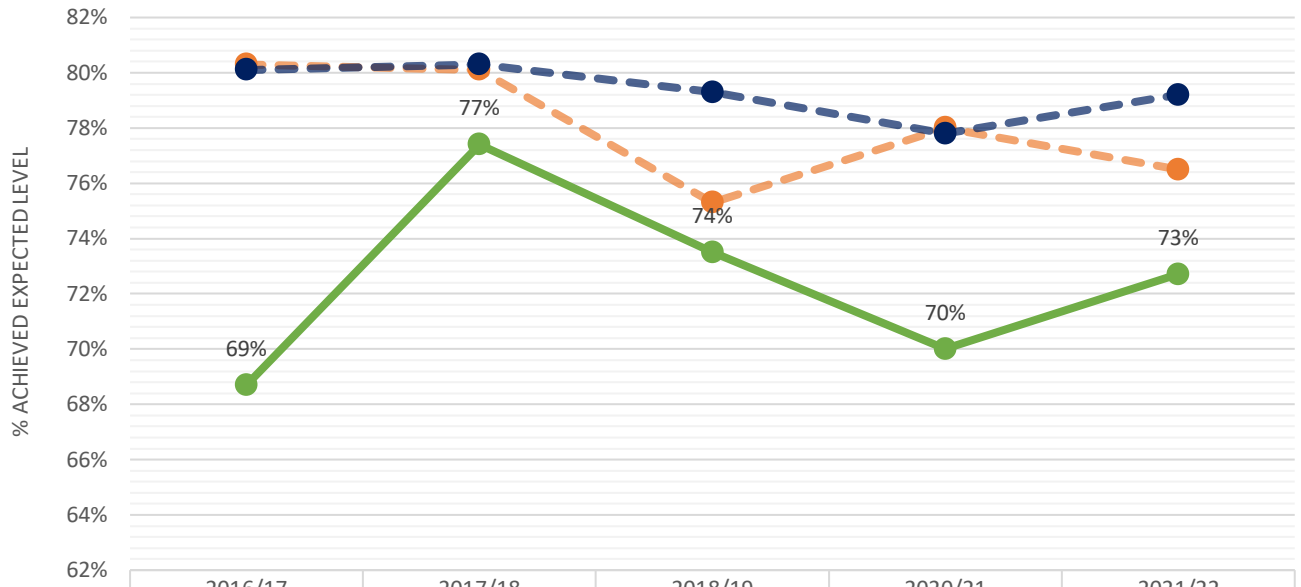
Performance data - ACEL

The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

[SSR Folder Link](#)

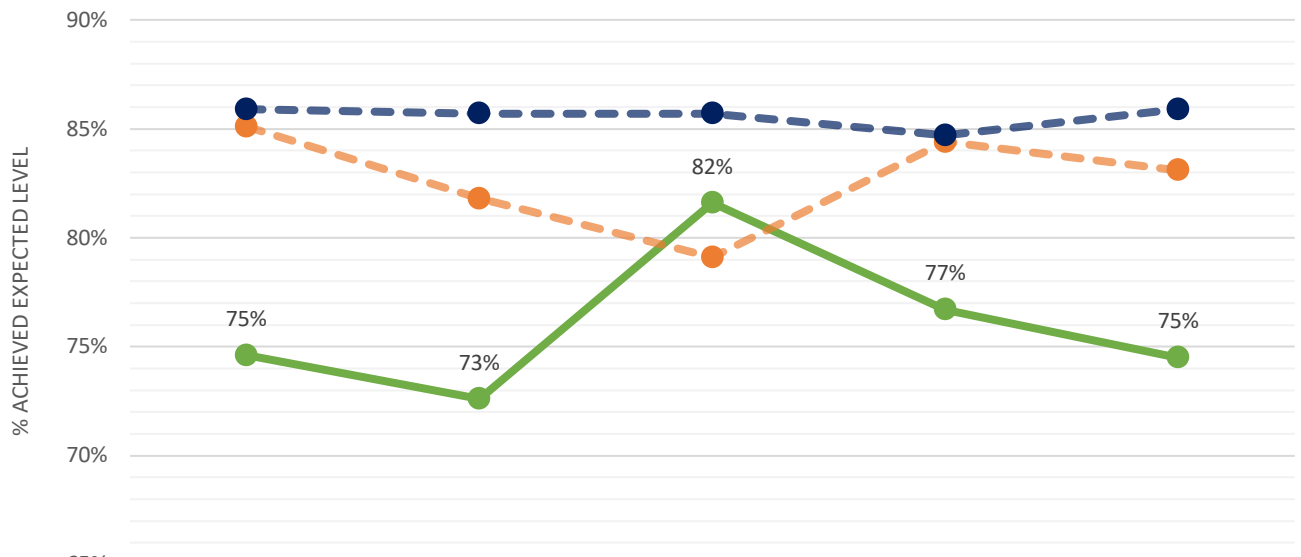


# P1/P4/P7 Reading



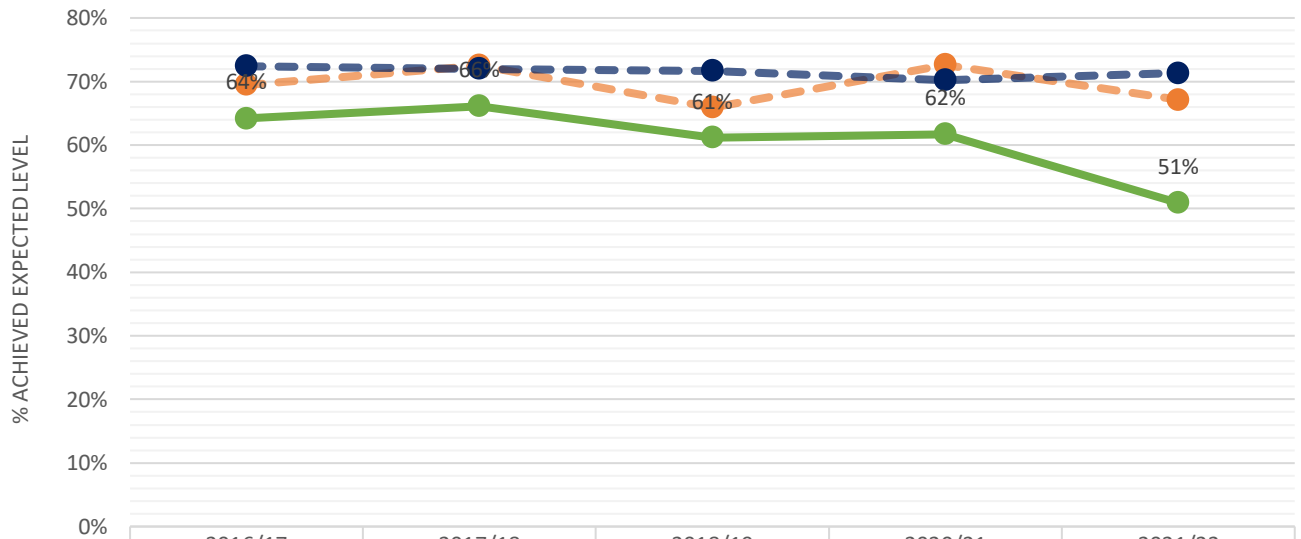
	2016/17	2017/18	2018/19	2020/21	2021/22
School	69%	77%	74%	70%	73%
LC	80%	80%	75%	78%	77%
SLC	80%	80%	79%	78%	79%

## P1/P4/P7 Listening & Talking



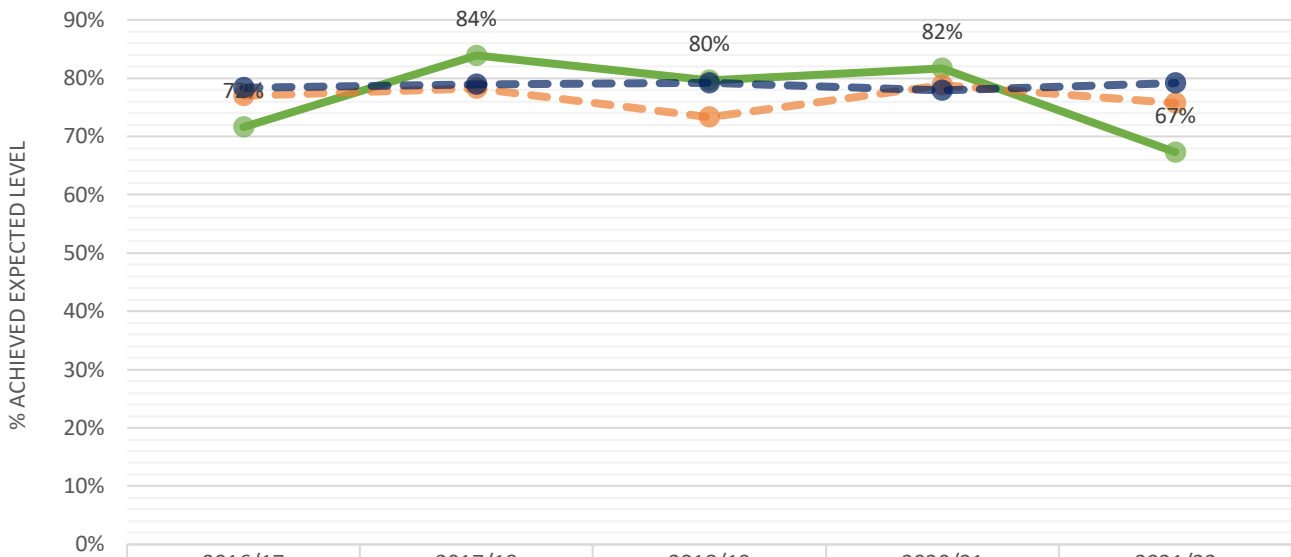
	2016/17	2017/18	2018/19	2020/21	2021/22
School	75%	73%	82%	77%	75%
LC	85%	82%	79%	84%	83%
SLC	86%	86%	86%	85%	86%

## P1/P4/P7 Literacy



	2016/17	2017/18	2018/19	2020/21	2021/22
School	64%	66%	61%	62%	51%
LC	70%	73%	66%	73%	67%
SLC	72%	72%	72%	70%	71%

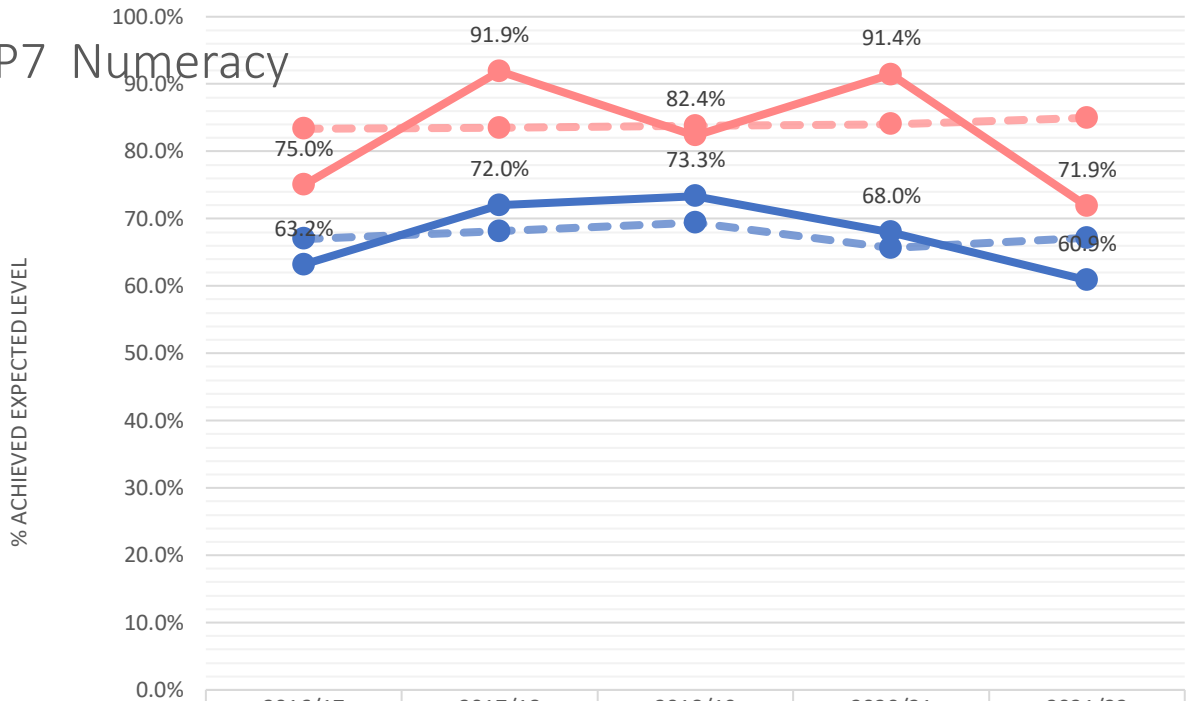
# P1/P4/P7 Numeracy



	2016/17	2017/18	2018/19	2020/21	2021/22
School	72%	84%	80%	82%	67%
LC	77%	78%	73%	79%	76%
SLC	78%	79%	79%	78%	79%

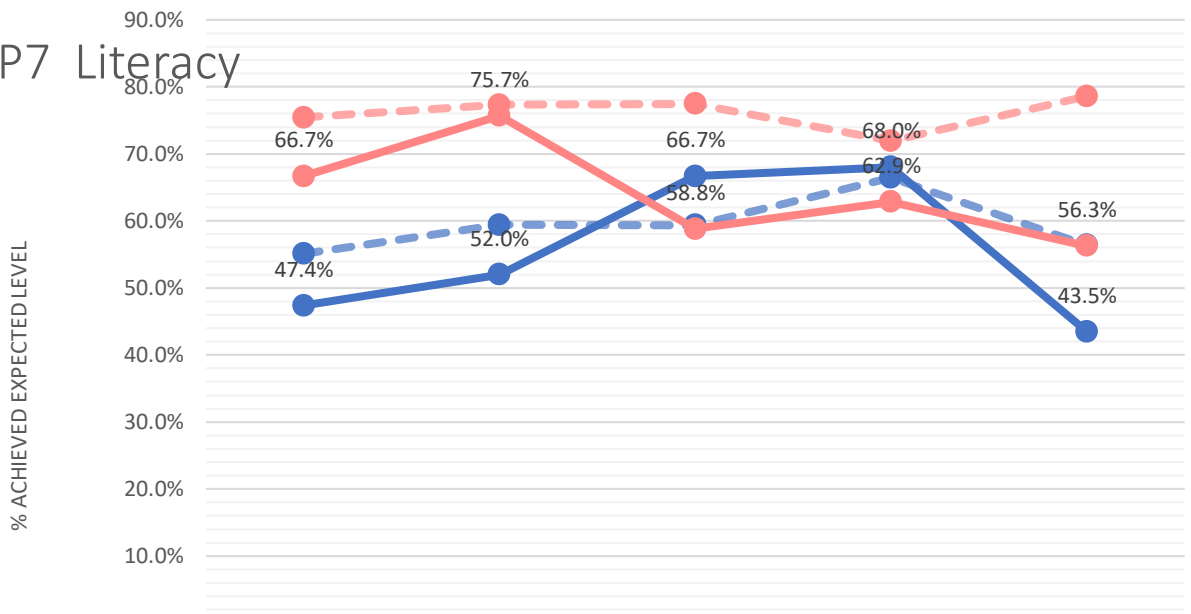
Performance data - Closing the Gap

P1/P4/P7 Numeracy



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	63.2%	72.0%	73.3%	68.0%	60.9%
SLC SIMD 1-2 or FSM	67.0%	68.1%	69.4%	65.7%	67.1%
School SIMD 3-10 no FSM	75.0%	91.9%	82.4%	91.4%	71.9%
SLC SIMD 3-10 no FSM	83.4%	83.5%	83.8%	84.0%	85.0%

P1/P4/P7 Literacy



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	47.4%	52.0%	66.7%	68.0%	43.5%
SLC SIMD 1-2 or FSM	55.1%	59.4%	59.4%	66.4%	56.4%
School SIMD 3-10 no FSM	66.7%	75.7%	58.8%	62.9%	56.3%
SLC SIMD 3-10 no FSM	75.4%	77.3%	77.5%	71.9%	78.6%

## Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b>NIF Driver</b> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Choose an item.</p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment Choose an item. Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.3 Learning teaching and assessment Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p><b>Learning, Teaching and Assessment.</b></p> <p>Attainment in Literacy across P1/4/7 is 56.3% for SIMD 3 or more and 43.5% for SIMD 1/2 or FME. Attainment in Numeracy across P1/4/7 is 71.9% for SIMD 3 or more and 60.9% for SIMD 1/2 or FME. This falls below the attainment data in Literacy and Numeracy for SLC. The gap has existed over the previous 4 years.</p> <p>In order to close the attainment gap and for more of our learners to be on track we will focus on learning, teaching and assessment (HGIOS 2.3).</p>	<p>Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation.</p> <p>Ensure learners' experiences include appropriate levels of challenge and support, linked to current assessment information.</p> <p>Provide opportunities for staff CLPL to endure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle (e.g. LI/SCs, questioning, feedback...).</p> <p>Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.</p> <p>Consider how moderation can be used to support learning, teaching and assessment processes.</p> <p>By June 2024 an increase of pupil attainment in Literacy and Numeracy (5% or more).</p>	<ol style="list-style-type: none"> <li>1. Session from Attainment Advisor from Education Scotland to present school data.</li> <li>2. Staff consultation to establish a clear overview of current learning, teaching and assessment processes.</li> <li>3. Establish a Learning, Teaching and Assessment lead teacher.</li> <li>4. Moderation activities (4) throughout the session.</li> <li>5. Learning, teaching and assessment policy created. A consistency of approach from staff to learning, teaching and assessment leading to consistently high-quality learning experiences for pupils.</li> <li>6. Ensure appropriate staff access training eg Maths Recovery, Play-based Learning, Talk for Writing.</li> <li>7. Introduce IDL for Literacy and Numeracy for learners not on track (digital programme).</li> </ol>	<p>SLT class visits/Peer class visits</p> <p>Moderation tasks.</p> <p>Pupil surveys (feedback on what engages them in their learning).</p> <p>Staff evaluation activity.</p> <p>Literacy and Numeracy formative and summative assessment data.</p> <p>Shared understanding among staff of our school position on learning and teaching. Teaching and Learning policy created.</p>	
<p><b>Progress and Impact</b></p>			<p><b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b></p>	



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## Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism	<b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b>	<b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> Choose an item.	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 2.2 Curriculum Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>Raising Attainment in Writing</b>  Attainment in writing across P1/4/7 is 53%; 21% lower than SLC writing attainment data. From moderation and analysis using the Scottish Criterion Scale during session 2022/2023, technical aspects of writing need to be a focus of improvement to increase attainment for all pupils.	1.By December 2023 one teacher has an enhanced understanding of the Talk for Writing programme and has undertaken training with a view to piloting the programme.  2.By March 2024 at least two teachers will be ready to pilot a TFW unit and all staff have increased their use of benchmark and corresponding data to identify and implement appropriate interventions to raise attainment in writing.  3.By June 2024 all staff will be ready to start implementing T4W in August 24.  4. By June 2024 combined P1/4/7 literacy data will increase by 5 Percentage Points (PP) and a narrowing of the gap by 5 PP.	1. P6/7 CT will participate in T4W training and visit other establishment in order to prepare for the implementation of T4W.  2. T4W CAT sessions (one led by teachers from another school)  3. T4W books purchased and other resources necessary.  4. Moderation of writing.  5. Term 3 – all teachers participate in school visits to see T4W in action.  6. Remaining teachers complete T4W course.	Literacy Coordinator/CT participate in T4W training and visit other establishments to see T4W in action.  Peer visits/SLT visits observing high quality and engaging writing lessons with a marked increase in writing attainment.  Class data overviews  Tracking conversations Professional Dialogue x termly  Literacy ACEL data for identified pupils  SNSA data	Lit Co./CT  All staff  PT(EM)  HT  PT (EM)  PT(EM)

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

### Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <b>NIF Driver</b> School and ELC improvement Parent/carer involvement and engagement	<u>SLC Priority (select from drop down menus)</u> <b>Improve Health and Wellbeing to enable children and families to flourish</b>  Choose an item.	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><b>Outdoor play and Learning (OPAL)</b></p> <p>In February 2023, 77.7% teaching staff reported that they spend more than one hour per week resolving playground conflict with 44.4% reporting that they spend two hours or more resolving playground conflict.</p> <p>Some pupils have identified playtimes and lunchtimes as being a difficult time for them. Many pupils identified outdoor learning and the playground as a priority for improvement.</p> <p>41% parents felt HWB was the leading priority for improvement.</p>	<p>By 30th April 2024, incidents of unsettled classroom and playground behaviour will have reduced.</p> <p>By 30th April 2024, 50% teaching staff report spending 0-1 hour resolving playground conflict per week from a baseline of 77.7% (reduction of 27.1% spending more than 1 hour per week resolving conflict).</p> <p>By 30th April 2024, 80% children will report children always or usually behave well.</p> <p>By 30th April 2024, 85% children will report increased confidence in managing and resolving peer conflict.</p>	<ol style="list-style-type: none"> <li>OPAL Programme involvement. All practitioners involved in INSET training about outdoor play and learning.</li> <li>Breadth and depth of curricular experiences are offered in the outdoor learning environment.</li> <li>Baseline questionnaires gather quantitative and qualitative data regarding children's resilience and ability to resolve conflict independently.</li> <li>Group of Senior pupils trained as Peer Mediators</li> </ol>	<ol style="list-style-type: none"> <li>Staff training records and evaluations, follow up evaluations and impact records.</li> <li>Outdoor learning curriculum map</li> <li>Pupil and staff questionnaires.</li> <li>GMWP Questionnaires - twice a year.</li> </ol>	<p>Play Curricular Lead</p> <p>Play Curricular Lead / HT</p> <p>Play Curricular Lead</p> <p>PT</p>

During parent Big Blether Sessions in May 23 developing the outdoor areas was the highest priority for parents.				
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	

Strategic Priority 4 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b>NIF Driver</b> Teacher and practitioner professionalism Curriculum and assessment	<b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  <b>Support children and young people to develop their skills for learning, life and work</b>	<b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
<b>Play Pedagogy</b>  In order to secure the best possible outcomes for all learners, our teaching and learning must be child-centred and built upon the child's previous learning and experiences. The Early Level Experiences and Outcomes supports a more responsive, play-based approach to learning and teaching in the Early Learning and Childcare (ELC) settings and P1 classrooms, and <b>Realising the Ambition</b> acknowledges that play should be	1. By October 2023, establish a Castlefield Play Pedagogy Road Map identifying next steps. 2. By October 2023, school play-based learning development group established. 3. By June 2024, P1 teacher has completed the SLC Play Pedagogy CLPL with Deirdre Grogan. 4. By August 2024, Play Based-Learning fully implemented in P1. 5. By August 2025, Play Based-Learning fully embedded in P1 and P2.	P1 CT trained in Play-based Learning (SLC CLPL).  P1 and P1/2 class teachers visit other establishments to see PBL in action.  SLT visits/observations.  Play-based Learning development group established and meeting.  Parent Engagement – session for parents explaining the changes that are happening and the benefits of play.	Collect evidence - floor-books, play diaries, video recordings, transcripts, learning journeys and talking with the children.  Assessment will be ongoing through interactions and observations.	HT/PT (FM)  CT/PT (FM)

the main vehicle of learning across the Early Level.			Use of Boxall and Glasgow Motivation & Wellbeing Profile assessments.	
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	

**PEF Improvement Planning and Standards and Quality Reporting for 2023/24**

<b>SLC Stretch Aims</b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b> <b>Cost of the School Day</b>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
<b><u>Family Learning and Engagement</u></b>  Analysis of parental engagement during session 2022/2023 highlighted that very few parents attended informal parental engagement events (Big Blethers).. Further analysis identified parents felt their opinions were not taken into account. Parents also commented on the playground space (undeveloped) and how	0.2 FTE Barnardo's Family Support Worker £9000  Funding extra-curricular activities to provide additional	<i>By June 2024, 95% families attend parent consultations (increase from baseline of XX% in June 2023).</i>  <i>By June 2024, 90% families participate in two or more family engagement events in addition to parent consultations (increase</i>	Barnardo's family support worker will work one day per week with a focus on providing individual and group support for target families.  An area will be identified to provide a relaxed area for meetings and informal support for families.  Attendance monitoring plans will be put in place for children where	Parental engagement at formal parent consultations.  Parental engagement at family engagement events.  Parental feedback (qualitative data) regarding reduction of barriers to engagement.		

<p>beneficial the extra-curricular activities had been in Terms 3 and 4.</p> <p>Pupil attendance is also a concern (insert statistics)</p>	<p>opportunities for pupils. £2000</p> <p>Transport and funding for residential trip. £600</p>	<p><i>from baseline of XX% in June 2023).</i></p> <p><i>By June 2024, 80% parents will agree or strongly agree that their views are taken into account (increase of XX% from baseline of XX% in June 2023).</i></p>	<p>attendance falls below 90% for four weeks or more.</p> <p>Attendance of all pupils monitored monthly and attendance of target pupils monitored daily.</p>	<p>Attendance % for targeted learners monitored weekly.</p> <p>Attendance % for all learners monitored monthly.</p> <p>Attendance support plan targets monitored monthly.</p>		
<p><b><u>Health and Wellbeing</u></b></p> <p>25 pupils have been identified as having distressed behaviour and/or social, emotional and behavioural needs.</p> <p>Baseline Boxall profiles undertaken in May 2023 show these pupils are not within norms for both the developmental and diagnostic strands.</p> <p>12% of these pupils do not sustain full days in their mainstream class.</p> <p>Nurture groups during the school day will operate for identified pupils. The Acting Principal Teacher will lead the development of nurturing principles across the school.</p>	<p>Nurture PT - 1.0FTE CT to PT2 promotion and Nurture Room Resources £9419.09</p> <p>Classroom Calm boxes £500</p> <p>Boxall Profile £200</p> <p>Nurture Teacher attending HWB course £240</p>	<p>By June 2024, all pupils targeted for Nurture intervention (25 pupils) will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class.</p> <p>By June 2024, 70% identified pupils will attend and participate in lunch time extra curricular clubs leading to improved wellbeing and more settled behaviour.</p> <p>By 30th April 2024, 80% children report that the children in school always or usually behave well.</p> <p>By 30th June 2024, 80% children living in deciles 1/2 and/or FME or at risk of</p>	<p>PT and one member of School Support Staff will work with identified pupils 5 times per week, as part of their weekly intervention timetable. This will be a nurture group and will take place in the Nurture space (Rainforest Room) which was developed last session (Jan 23 - Jun 23)</p> <p>Boxall Profiles will be used as baseline and to monitor progress.</p> <p>Attendance and engagement will be monitored weekly.</p> <p>Calm boxes available in every class for universal support.</p>	<p>Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment)</p> <p>Monitoring of time sustained in mainstream class x weekly</p> <p>PPRUDB Tracking Sheets</p> <p>GMWP</p> <p>Engagement registers – extra curricular activities.</p>		

		<p>social exclusion will participate in extra curricular activities for a period of 4 weeks or more.</p> <p>By 30<sup>th</sup> June 2024, 75% children across the school will have participated in at least one extra curricular activity for a period of four weeks or more.</p>				
<p><b><u>Outdoor Play and Learning</u></b></p> <p>OPAL will be introduced (Outdoor Play and Learning). The children will be supported to play independently and creatively and targets will be identified for this session. The school and nursery community (parents, pupils and staff) will work together with OPAL to improve health and wellbeing in the playground, improve peer relationships and increase engagement in learning in the playground.</p> <p><b>Continued Rationale</b></p> <p>In May 2022, 77% teaching staff reported that they spend more than one hour per week resolving playground conflict.</p>	<p>OPAL Programme £5000</p> <p>Playground Resources £12000</p>	<p>By May 2024, 40% identified families living in decile1/2 and / or FME will attend and participate in 4 or more family stay and play sessions.</p> <p>By May 2024, 85% children report increased confidence in managing and resolving peer conflict.</p> <p>By May 2024 60% teaching staff report spending no more than 0-1 hours resolving playground conflict per week.</p>	<ol style="list-style-type: none"> <li>1. Continue with PATHS to develop HWB skills in negotiating conflict.</li> <li>2. Begin OPAL development programme and associate quality assurance.</li> <li>3. Develop curriculum planners for OPAL Early Level.</li> <li>4. From May 2024 begin family stay and play sessions.</li> </ol>	<p>Pupil questionnaires</p> <p>Staff questionnaires</p> <p>Parent questionnaires</p> <p>GMWP</p>		

<p>41% parents felt Health and Wellbeing was the leading priority for improvement.</p> <p>78% pupil responses identified outdoor learning and the playground as a priority for improvement</p> <p>During parent Big Blether Sessions in May 23 developing the outdoor areas was the highest priority for parents.</p>						
<p><b><u>Raising Attainment in Literacy</u></b></p> <p><b><u>Play Based Learning</u></b></p> <p>In order to secure the best possible outcomes for all learners, our teaching and learning must be child-centred and built upon the child's previous learning and experiences. P1 class teacher will participate in the SLC Play Group this session.</p> <p><b><u>Talk for Writing</u></b></p> <p>P6/7 class teacher will implement a pedagogical framework for teaching literacy with a focus on the development of writing through a mastery approach which interweaves talking and listening, reading and writing.</p>	<p>Play Based Learning resources for P1 £10000</p> <p>Talk for Writing Resources/Books £400</p> <p>Reading for Pleasure (equality and diversity books) £400</p>	<p>By May 2024 P1 pupils will be following a PBL programme.</p> <p>Resources will have been purchased to support Play Based Learning.</p> <p>P6/7 class teacher will pilot Talk for Writing this session with a view to roll the programme out to all stages ready to implement the programme across the school in August 2024.</p>	<p>P1 class teacher will be trained as part of the SLC Play group this session.</p> <p>Classroom visits.</p> <p>P6/7 trained in Talk for Writing.</p> <p>P6/7 teacher working with colleague from a school already implementing the Talk for Writing programme.</p>	<p>All P1 pupils participating in play based learning by June 2024.</p> <p>ACEL data.</p> <p>ACEL data</p>		
<p>lpads</p> <p>numicon</p>	<p>lpads £1802</p> <p>Numicon £454</p>					

	TOTAL SPEND (incl carry forward) £51615.09					
<b><i>Progress and Impact</i></b>			<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>			

### Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
P1 NELI Intervention	Pupils and Staff (SSA/CT)	By June 2024
SKILLS programme (SLC)	Pupils and Staff	June 2024