

**Coalburn Primary School and Nursery Class**

**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2023-2026**

Strategic Priority	Year 1	Year 2	Year 3
1.	To further embed play pedagogy in the lower school as an effective way to engage and challenge learners	Introduce Play pedagogy throughout the school as an effective way to engage and challenge learners.	TBC
2.	Embark in Nurturing Schools Programme.	Embed Nurturing Schools Programme as an effective way to engage learners.	Continue to embed Nurturing schools approach, including wider stakeholders
3.	Develop a consistent use of Math's Recovery and Number Talks across the school to increase pupil confidence and attainment in Numeracy.	To further develop Maths Recovery and Number Talks as an approach to challenging learners.	TBC

**Context of school**

*Coalburn Primary School and Nursery Class is a small rural school situated in the village of Coalburn, approximately 4 miles outside of Lesmahagow. Our school is one of 5 primary schools in the Lesmahagow Learning Community. Currently, we have 96 pupils within the school which is made up with 4 classes. Our nursery has a capacity of 32 and we are currently full, with children on a transfer waiting list.*

*Our school catchment includes both local authority and private accommodation, as well as farms in the surrounding area. Placing 'requests in' within our establishment make up 9.3% of the school role. Most of our children, 84.9%, live in SIMD band 3, with 12.9% of children living within band 6. We have 1.1% living in SIMD band 8 and a further 1.1% living in SIMD 9. As of June 2023, 28% of the pupils were entitled to free school meals.*

*Coalburn Primary School and Nursery Class truly is in the centre of the village and community. The school and nursery class benefit from excellent links with local groups, individuals, businesses, and facilities. The work of the school is also greatly enhanced by the support of parents and families, a proactive Parent Council, and the Community Development Officer.*

*School staff are committed to the care and welfare of all children in the school and nursery, ensuring that all children have full access to all curricular and extra-curricular activities. Stimulating and fun lessons and activities are organised to ensure that all children give their best and enjoy their experiences in school. All children are encouraged to work hard, and every opportunity is taken to celebrate successes.*

*Following consultation with all stakeholders last session, our Curriculum Rationale was completed and can be accessed using the following link:*

[Curriculum Rationale](#)

**Coalburn Primary School and Nursery Class Values and Aims:**

*Together, we aim to nurture a happy, safe, and stimulating learning environment, conducive to every child achieving their potential.*

*We work as a team at Coalburn Primary School and Nursery Class and operate an open-door policy. Our team believe strongly in the benefits of partnership working to achieve the very best for our young people. Coalburn Primary School and Nursery Class is a place where everyone can come to feel safe and to learn. The school and nursery, with parent and community support, encourages everybody to do the best they can and to rise to challenges. Every pupil and staff member is valued and treated respectfully. Achievements and successes are shared and celebrated at every given opportunity, these are shared at assemblies, in newsletters and via Twitter @CoalburnPS.*

*All stakeholders were involved in creating our vision and values.*

**Our Vision Statement:**

“Be the best that you can be.”

**The Values underpinning our Vision Statement are:**

Respect, Resilience, Confidence, Determination, Inspiration

The values underpin everything we set out to do. We work hard to ensure a warm, caring, positive environment for our young people to thrive in. The whole team at Coalburn are encouraged to have ‘ABC’ attitudes (Always Be Confident) and staff work relentlessly to ensure our vision and values are realised by all our learners.










**Section below is for internal use only**

**School Level Data (complete / delete as appropriate)**




 [SSR Folder Link](#)

 [SQIP Data File Link](#)

**School Profile**

	1 HT	0 DHT	1 PT	4.4 FTE Teachers	5 FTE Support Staff	0 FTE Family Support Worker			
<b>School roll</b>	<b>Number of pupils per cohort</b>							<b>FSME (P6/7)</b>	<b>SIMD 1/2</b>
	P1	P2	P3	P4	P5	P6	P7	 8.6%	 0 %
	11	10	16	18	10	11	17		
<b>Attendance</b> ✓	<b>Exclusion (Number of openings per 1000 pupils)</b> 			<b>Care experienced (Recorded as LAC)</b> 		<b>ASN</b> 		<b>EAL</b> 	
20/21 95.1%	20/21 0	20/21 1%		20/21 %		20/21 0%			
21/22 90.6%	21/22 0	21/22 1%		21/22 %		21/22 0%			
22/23 91.52%	22/23 0	22/23 1%		22/23 50.54%		22/23 0%			

**Nursery Class Profile**

	0 EYD	1 TL	4 EYPs	1 EYSW	<b>Nursery roll 32</b>		N4	13
							N5	14
							Deferred	5

**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](#)

**Performance data - Closing the Gap**

## 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> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> School and ELC improvement 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>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b></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> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion</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>Head Teacher and P1/2 teacher completed Play Pedagogy training during session 2022-2023. Slowly introduced play-based learning approach into the P1/2 classroom. Positive results beginning to present themselves in terms of children's social interactions, confidence, and ACEL data. This needs to be built upon. Play Based Learning now needs to be further embedded in P1/2 and introduced to P3/4.</p>	<ul style="list-style-type: none"> <li>▪ Develop a clear, shared vision regarding our play pedagogy and share this with all stakeholders.</li> <li>▪ Ensure all staff have a consistent understanding of our play pedagogy for seamless planning and experiences from nursery to school.</li> <li>▪ High quality play experiences to be provided for children in nursery and the lower primary school.</li> <li>▪ Evaluate learning environments in the lower school (P1/2 and P3/4) to ensure they are appropriate and encourage meaningful play.</li> <li>▪ Parents will have a clear understanding of how their children are learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Infant teachers and nursery staff to work together to produce a play pedagogy position statement relevant to our context. This will be shared with all stakeholders at the end of the session. All staff to be kept abreast of this work throughout the year.</li> <li>➤ Classroom environments to be adapted to meet the needs of a play-based learning environment. Use of 'Being me in SLC' will help with this. Ensure resources in the classrooms are appropriate to the needs of the learning environment.</li> <li>➤ Curriculum planners to be adapted in line with play pedagogy.</li> <li>➤ Tracking and monitoring in the lower school to be adapted,</li> </ul>	<ul style="list-style-type: none"> <li>✓ ACEL Data</li> <li>✓ Consultations with staff, parents, and pupils</li> <li>✓ Boxall Profiles</li> <li>✓ Leuven Scale</li> <li>✓ Peer visits</li> </ul>	<p>Fiona Fleming</p> <p>Heather Scott</p> <p>Lorna Hyslop</p>

	<ul style="list-style-type: none"> <li>▪ Planning and tracking of children's work will be considered and adapted in line with play pedagogy guidance to ensure a consistent high-quality approach.</li> <li>▪ Children to have more ownership over their learning, improving their confidence and independence skills.</li> </ul>	<p>observation approach to be introduced. Floor books to be used to collate evidence and give children ownership with their learning.</p> <ul style="list-style-type: none"> <li>➤ P3/4 teacher to engage in play-based learning CPL activities.</li> <li>➤ Keep lines of communication with SLC Play Development Officer open for peer support.</li> </ul>		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Progress and impact within this priority has been limited. Unfortunately, Play has not been introduced within the P2/3/4 classroom as hoped. This is largely due to teacher absence within the school year. The play lead was absent from post October – March and then off again in June. HT spent time covering classes.</li> <li>• Classroom environment has been successfully adapted to meet the needs of a play-based learning environment. There are appropriate resources available at all times, this has allowed the teacher to provide high quality play experiences and observe meaningful play and positive interactions between children.</li> <li>• P1/2 class planning has been altered to ensure all aspects of play-based learning have been included. E.g., self-directed tasks, teacher led tasks, creativity and discovery.</li> <li>• The school now has a Play Pedagogy position statement <a href="#">Play Pedagogy in Coalburn Primary School.docx</a>, in line with SLC and local / national guidance. This has been shared with all stakeholders and will be continually reviewed as play is developed. This has allowed us to have a clear shared vision regarding play pedagogy.</li> <li>• Parents have been invited in to share in their children's positive play interactions and learning opportunities. This has received positive feedback. The parents would like to come in more often and report and improvement in their children's confidence and independence.</li> </ul>			<ul style="list-style-type: none"> <li>❖ Play to be moved into P2/3/4 class. Collegiate working and set up from both teachers ensuring best use of outdoor and open area space.</li> <li>❖ Provocations and Creativity opportunities to be developed.</li> <li>❖ Use of Floor books for assessment purposes.</li> <li>❖ ELC tracking sheets to be trialed for P1 pupils.</li> <li>❖ CLPL opportunities to be sought out for both teachers.</li> </ul>	

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

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> School and ELC improvement Performance information</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Improve Health and Wellbeing to enable children and families to flourish</b>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b></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> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress</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>Research clearly demonstrates the impact that Nurture Groups can have on attainment as well as social and emotional competences. Nurture Groups are described as having a positive impact on closing the attainment gap.</p> <p>Coalburn will use PEF to fund a nurture provision with a focus on wellbeing and relationships in an attempt to close the attainment gap. The rural location of</p>	<ul style="list-style-type: none"> <li>▪ Improved behaviour and relationships within the school and community. Pupil's social interactions, confidence, and resilient improvements.</li> <li>▪ To make all in the school community aware of the six nurture principles.</li> <li>▪ To unpack the meaning and implications of the six nurture principles with staff, pupils and parents.</li> <li>▪ To review all school policy documents to ensure that the six nurture principles are reflected in them.</li> <li>▪ To improve targeted group of pupils' social and emotional needs to enable them to progress</li> </ul>	<ul style="list-style-type: none"> <li>➤ New Relationships Policy to be rolled out in the school</li> <li>➤ A nurture space will be established and resourced. Resources will be purchased to set up a nurture space within the school, including soft furnishings, play resources to ensure a calm, safe space that pupils are keen to be in and ready to learn and grow (see 'Setting up a Nurture Space' Action Plan).</li> <li>➤ Nurture room has to be named by pupils.</li> <li>➤ Training for staff on the theory and practice of nurture groups</li> <li>➤ Boxall profiling to be carried out on targeted children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All staff, pupils and parents will know what the 6 nurture principles are.</li> <li>✓ Pupils will understand what the nurture principles mean, for them, in practice.</li> <li>✓ Staff will understand what the nurture principles mean, for them, in practice.</li> <li>✓ Staff will reflect on their own practice and change anything that needs to be changed to be in line with the nurturing principles.</li> <li>✓ Improved engagement and attendance data</li> <li>✓ ACEL Data</li> </ul>	<p>Rachel Montague</p> <p>Lorna Hyslop</p>

<p>Coalburn has an impact on children's wellbeing, relationships, and experiences.</p>	<p>academically and allow them to engage in their learning.</p> <ul style="list-style-type: none"> <li>▪ To promote shared ownership of the nurture space, raising awareness of nurture to all staff members, through specific nurturing interventions with pupils and staff and whole class visits.</li> <li>▪ Ensuring that all pupils are in a nurturing environment, enabling them to develop socially, emotionally, and academically.</li> <li>▪ Children will come to school ready to learn and be provided with a provision to support this.</li> <li>▪ Pupils in the wider school community will have a sense of ownership of the nurture space,</li> <li>▪ Pupils in the targeted intervention will report an improvement in their health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted nurturing interventions will be established.</li> <li>➤ Pupils in the targeted intervention will engage in the nurturing intervention.</li> <li>➤ Class visit opportunities to be provided.</li> <li>➤ Parents will get to visit the nurture space.</li> <li>➤ Work alongside Specialist Support team to promote sleep ambassadors at Coalburn.</li> <li>➤ Incorporate last sessions A-Z of attachment work in the nursery into the school.</li> <li>➤ Seek support from SLC Nurture Development Officer, Susan Tullet</li> </ul>		
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<b>Progress and Impact</b>	<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>
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<p><b>School:</b></p> <ul style="list-style-type: none"> <li>✓ A nurture room has been set up within the school and has been named by the children as 'The Snug'.</li> <li>✓ 2 teachers, the head teacher and 2 SSA have completed SLC's nurture training which has allowed us to get numerous interventions started within the school.</li> <li>✓ A nurture policy has been created and shared with all stakeholders. <a href="#">Coalburn Nurture Group Policy.pdf</a></li> <li>✓ Following conversations and permission from parents / carers of the children involved the following groups have been running throughout the course of the year; <ul style="list-style-type: none"> <li>○ Core Group (6 hours per week) - Children with a completed Boxall Profile attend and have individual education plans with specific targets that they are working towards. This group meets three times a week for 2 hours at a time. Some of these children have now completed their time as part of the Core Group and</li> </ul> </li> </ul>	<p>Parents, children, staff and wider agencies agree that the provision we have set up is making a difference and should continue. We plan to run the following groups next session:</p> <ul style="list-style-type: none"> <li>❖ Core Group</li> <li>❖ 2 x self regulation (lower and upper)</li> <li>❖ Self esteem</li> <li>❖ Toast and Chat</li> <li>❖ Nurture in Nature</li> </ul>
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staff report that those children seem to be happier, calmer and more focused in class. Confidence within these children has grown.

- Nurture in Nature (1 hour)– A group of children who struggle to stay engaged in the classroom environment took part in a block of outdoor nurture lessons, looking at teamwork, engagement, self-regulation and there was an aspect of looking at worries. These children reported a great deal of enjoyment from this intervention and parents reported that their child looked forward to the sessions and were keen to come to school on those days.
  - Self-Regulation (older pupils 1 hour) – Emotion works and The Colour Monster resources have been used to work on self-regulation and coping strategies with some children. It is fair to say that there have been fewer ‘incidents’ in the playground and most children are becoming better / more open to talking about their feelings and triggers.
  - Sibling Group (1 hour) – this group was quickly established as it became apparent that a lot of sibling issues were in the playground, triggering each other on purpose and being unkind to each other. This group time focused on teamwork, building relationships, controlling emotions and regulation strategies. There have been fewer incidents between siblings in the canteen and playground.
  - Self Esteem (1 hour)– A group of young learners worked on their confidence levels and building & maintaining friendships.
- ✓ Every day 9-9:30am, we run a ‘Toast and Chat’ group. This is for the latecomers who have not had breakfast, the children who find it hard to come to school and for those who have not had time for breakfast. There is a core group of children who attend daily, but this is added to if / when required to ensure all learners are fed and ready to learn. Toast and Chat is also used as a ‘soft start’ for a couple of our anxious children, parents report that this has made home life and mornings so much easier. Teachers report that children are much more ready to learn when they arrive in class after their ‘soft start’.
- ✓ All parents who have children attending a nurture group have had the opportunity to visit with their child and speak with the trained teacher. Almost all of the feedback was positive with comments including:
- “Great to see the support on offer in the Snug”
  - “I can see why my child enjoys this”
  - “Grateful for what’s on offer”
  - “My child’s behaviour has improved thanks to this support”
- ✓ All children in the school have participated in class visits to the snug to ensure everyone feels included. Children can ask to use the Snug when it is not in use.
- ✓ Coalburn Primary hosted the psychological services team to undertake Emotion Coaching with all staff in the learning Community at the February Inset, feedback from staff included:
- “I am more supportive of pupils with distressed behaviours”
  - “I am a more reflective practitioner”
  - “Staff are more ready to listen to a child and acknowledge how they are feeling”.
- ✓ The sleep project helped, staff, pupils and parents understand the importance of a good night’s sleep and how to develop good sleep habits. The project was led by a dedicated team of Primary 6 and 7 ‘Sleep Ambassadors’ who taught their peers about effective, healthy sleep habits over 3 weeks. The Ambassadors received training from Margaret Imray and Roslyn Shanks of the Clydesdale Specialist Support Team. The children worked to plan and prepare engaging and informative lessons to help get the key messages across to children at different stages in the school. This work was supplemented with staff training, a parent workshop, and a sleep stand at parents’ night.

- ❖ A Parent HWB Group (supporting families – Brew and a Blether)

A ‘Snug’ referral form has been devised and staff will use this to put forward a child for an intervention.

All staff will participate in Barnardo’s ‘The Invisible Backpack’ CPD programme to continue to the of our relational approach. Almost all staff are on board with this approach, but more work is required. This will be cascaded out to parents.

Continue to reinforce ‘Sleep’ work

Attachment – See The Whole Person Pledge

Sensory / nursery area to be created in the nursery so that children do not need to leave the nursery to go to the Snug

Over 80% of children surveyed in the school agreed that they had learned more about why sleep is important and 95% agreed that they had learned more about how to get a good sleep. Many children are already reporting improved sleep. As one P5 pupil shared, 'It was fun having the P6s and 7s teach us about sleep and I've learnt things like doing something relaxing and not using screens too close to bedtime. 'I didn't know that bananas help you feel sleepy!' With better sleep, our children are more likely to make it to school, on time and ready to learn.' We hope to see the effect in the next school session.

- ✓ Team Coalburn have also achieved our first Attachment Pledge – Act to make a Difference
- ✓ A-Z Parent workshops were presented to nursery parents and school parents this year. Feedback from both was positive. Comments included:
  - "I wish more people would attend"
  - "I will think about how and when I speak to my child about their behaviour"
  - "It helped me establish rules and routines".
  - "Regulation techniques were useful, as was flip the lid information"
  - "It helped me understand what the school is up to with the Attachment Pledges". It is worth noting that parents are keen to be involved with this work.

#### **Nursery:**

- ✓ All staff attended Emotions work training
- ✓ All staff attended nurture training.
- ✓ Colour monster used within the nursery – most children use this resource at some point during their day to express how they are feeling. It has helped to better understand children when they are distressed. The point to the monster.
- ✓ Parents were reluctant to join in with the SSHANARRI Challenges set on the Learning Journals – more work to be done round about this to alleviate parent anxieties.
- ✓ Small groups of targeted pupils have visited the Snug with the Team Leader to work on turn taking, to break up their day and / or to remove them from the overwhelming business of the nursery floor. Staff report that this helps to calm the children down. It is reported that the targeted children look forward to this time and on the days it does not happen the afternoons can be 'loud' with distressed children.
- ✓ Staff report that children attending the group sessions in the snug have become more confident when interacting with staff and peers. These children look for the calming music played in the Snug to be played on the nursery floor. Staff report that it helps to regulate the children. Parents have commented on how their children are enjoying the snug time and they are now hearing stories about Nursery at home related to the Snug. Previously the children would not say much about their day.



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

<p><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> Teacher and practitioner professionalism Performance information</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>  <b>Ensure inclusion, equity and equality are at the heart of what we do</b></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> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Securing children’s progress</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>Following the training of most staff in the Maths Recovery approach to developing numeracy, it is our aim is to develop strong arithmetic knowledge in our pupils. Maths Recovery interventions across the school in the year 2022-23 have had a positive impact on the ACEL data across the school. Continued use of this approach combined with Number Talks and new progression planners will further improve our pupils' number</p>	<ul style="list-style-type: none"> <li>▪ There will be a shared understanding and delivery of numeracy learning, teaching and assessment throughout the school and nursery</li> <li>▪ There will be a shared understanding and use of appropriate and relevant assessment that will inform next steps throughout the school and nursery.</li> <li>▪ There will be clear numeracy progression through the school and nursery.</li> <li>▪ There will be a robust quality assurance calendar that allows practice to be developed and evidence gathered.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching staff were all trained in Math’s Recovery during last session, they now need to start using the new resources and skills during teaching time.</li> <li>➤ Calculation policy to be created and Numeracy Progression Planners to be used across the board.</li> <li>➤ Progression planners to be used per cohort and referred to at transitions.</li> <li>➤ Number Talks to be embedded across the school and not just in certain classrooms.</li> <li>➤ LeighAnn to spend time introducing Math’s Recovery to Nursery Practitioners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teacher feedback / judgements</li> <li>✓ Conversations with Learners</li> <li>✓ Peer visits</li> <li>✓ ACEL Data</li> </ul>	<p>LeighAnn Ferguson</p>

<p>knowledge and computational skills</p>	<ul style="list-style-type: none"> <li>▪ Improve pupil engagement, enjoyment, confidence, and attainment within numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All teaching staff to engage in 'Limitless Learning' a short, blended-learning programme that supports the application of growth mindset in numeracy to enhance pupil engagement, attainment, health and wellbeing, confidence, and resilience.</li> </ul>		
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<b>Progress and Impact</b>	<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>
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<p><b>School:</b></p> <ul style="list-style-type: none"> <li>✓ All staff have completed the Maths Recovery Purple Book Training and report increased confidence when teaching numeracy.</li> <li>✓ Red Book Training has been completed by Mrs Ferguson.</li> <li>✓ Maths Recovery Assessment Tasks are used to identify next steps and gaps in learning.</li> <li>✓ Maths Recovery Resources are well-used, and children benefit from using / choosing them. Numeracy packs have been created and sent home with every child.</li> <li>✓ Lorna Hyslop and LeighAnn Ferguson completed You+Me (Multiply) training and one full 6-week parent workshop has been completed. Feedback following these sessions has been extremely positive. Unfortunately, only 5 parents attended, work to be done to encourage further parental engagement with this programme.</li> <li>✓ The Calculation Policy has been created, it will help with consistency of approach across the school and the exact progression within each operation. <a href="#">Coalburn Primary School Calculation Policy.pdf</a></li> <li>✓ Staff are beginning to use Number Talks more frequently. It is being used 2 / 3 times a week in most classes. Management observations determined a consistent approach across all classrooms.</li> <li>✓ Limitless Learning – The Online Course content has been a useful reminder about Growth Mindset / Resilience. The Meets have been hit or miss depending on whether the breakout rooms were populated. The content of the Online course and Meets have overlapped. Elements of the course have been very useful e.g. Struggle, Brain Plasticity. All teaching staff have completed.</li> <li>✓ Numeracy Jotter Monitoring and Class Visits are taking place.</li> </ul> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>✓ Almost all children have been introduced to Numicon resources within the nursery. Numicon number sheets are used at snack for children to further their number recognition. Numicon number mats are now used during free flow play.</li> <li>✓ All staff have attended the 4 numeracy training sessions, more numeracy resources / activities / experiences are now available for children during their day in nursery</li> </ul>	<ul style="list-style-type: none"> <li>❖ Training for support staff on Maths Recovery</li> <li>❖ Develop understanding of the maths terminology used in Maths Recovery</li> <li>❖ Maths Recovery training for Nursery Staff</li> <li>❖ Progression Planners – we need to evaluate their use and identify a consistent approach to using them across the levels.</li> <li>❖ Teaching Staff will continue to develop the use of Number Talks within maths sessions.</li> <li>❖ Agree what assessment will take place going forward and what time of year they will take place.</li> <li>❖ You+Me (Multiply) further parent workshops.</li> <li>❖ Further challenge children in the nursery with Numicon, children wanted to use it for more than number recognition.</li> </ul>
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## 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 ACEL Primary – numeracy – P1, P4 &amp; P7 combined 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>
<p><i>Nurture has been identified by the school as being an effective HWB intervention to ensure children are 'learning ready'. PEF has been used to employ a teacher 0.4FTE to run nurturing interventions throughout the school. This teacher will lead nurture 3.5 days a week, 0.3FTE coming from school allocation.</i></p>	<p>£16,990 (0.4 FTE August – March)</p> <p>£9,782 (0.4 FTE April – August)</p> <p><u>TOTAL: £26,772</u></p>	<ul style="list-style-type: none"> <li>▪ To make all in the school community aware of the six nurture principles.</li> <li>▪ To unpack the meaning and implications of the six nurture principles with staff, pupils, and parents.</li> <li>▪ To review all school policy documents to ensure that the six nurture principles are reflected in them.</li> <li>▪ To improve targeted group of pupils' social and emotional needs to enable them to progress academically and allow them to engage in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A nurture space will be established and resourced. Resources will be purchased to set up a nurture space within the school, including soft furnishings, play resources to ensure a calm, safe space that pupils are keen to be in and ready to learn and grow.</li> <li>➤ Nurture room has to be named by pupils.</li> <li>➤ Training for staff on the theory and practice of nurture groups</li> <li>➤ Boxall profiling to be carried out on targeted children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All staff, pupils and parents will know what the 6 nurture principles are.</li> <li>✓ Pupils will understand what the nurture principles mean, for them, in practice.</li> <li>✓ Staff will understand what the nurture principles mean, for them, in practice.</li> <li>✓ Staff will reflect on their own practice and change anything that needs to be changed to be in line with the nurturing principles.</li> <li>✓ Improved engagement and attendance data</li> <li>✓ ACEL Data</li> </ul>		

		<ul style="list-style-type: none"> <li>▪ To promote shared ownership of the nurture space, raising awareness of nurture to all staff members, through specific nurturing interventions with pupils and staff and whole class visits.</li> <li>▪ Ensuring that all pupils are in a nurturing environment, enabling them to develop socially, emotionally, and academically.</li> <li>▪ Children will come to school ready to learn and be provided with a provision to support this.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted nurturing interventions will be established.</li> <li>➤ Pupils in the targeted intervention will engage in the nurturing intervention.</li> <li>➤ Pupils in the targeted intervention will report an improvement in their health and wellbeing.</li> <li>➤ Pupils in the wider school community will have a sense of ownership of the nurture space, class visit opportunities to be provided.</li> <li>➤ Parents will get to visit the nurture space</li> <li>➤ Seek support from SLC Nurture Development Officer, Susan Tullet</li> </ul>			
<p><i>It is recognised that all children in Coalburn are impacted by the rural location of the village with poor transport links. The</i></p>	<p>£1286.25 (this is 5%, however this is likely to increase to meet the cost of buses etc. PB Consultation has yet to take place)</p>	<ul style="list-style-type: none"> <li>▪ Children will engage in experiences that they otherwise would not be able to at Coalburn</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will experience a class excursion related to curriculum.</li> </ul>			

<i>Parent Forum therefore want the PB money spent on buses for school trips</i>						
	TOTAL SPEND (incl carry forward) £	<b><u>£28,058.25</u></b>				
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>			
<ul style="list-style-type: none"> <li>✓ <i>Nurture progress and impact has been discussed within Priority 2.</i></li> <li>✓ <i>All classes received a school excursion related to their curriculum:</i> <ul style="list-style-type: none"> <li>○ <i>P1/2 – Owl Centre (IDL)</i></li> <li>○ <i>P2/3/4 – 5 Sister Zoo (IDL)</i></li> <li>○ <i>P4/5 – Deep Sea World (IDL)</i></li> <li>○ <i>P5/6/7 – Sky Up (technologies)</i></li> </ul> </li> <li>✓ <i>Feedback from Parents and Families was very positive and these experiences have to be continued into the new school year. Children are already considering what they would like to learn about and where they would like to go.</i></li> </ul>			<ul style="list-style-type: none"> <li>❖ <i>Nurture next steps have been discussed within Priority 2.</i></li> <li>❖ <i>PB: Coalburn's rurality determines the children and parent's choices. Some families cannot afford to give children the experiences a school trip has to offer and therefore, following consultation, the PB will be spent on school trips once again. More than 5% will be spent. The exact amount will be determined once locations and costings have been completed.</i></li> </ul>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to embed Talk for Writing in the school	Teaching Staff	Session 2023 – 2024
Curriculum planning, progressive, outdoors and skills based	Teaching Staff	Session 2023 – 2024
Reading Schools Gold Award	Angela Kelly and William Straiton	Session 2023 – 2024


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