**Strategic Improvement Priorities over 3 year cycle Timescale: 2023-2026**

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| Strategic Priority | Year 1 | Year 2 | Year 3 |
| 1. | Improvement in Attainment in Literacy and Numeracy (Focus Writing and Reading) | Improvement in Attainment in Literacy and Numeracy (Focus data driven) | Improvement in Attainment in Literacy and Numeracy (Focus data driven) |
| 2. | Pupil Leadership-Young Leaders of Learning Self Evaluation in May 23 on Health is driving improvement in Theme 4:Our Health and Wellbeing in May 24 will drive any improvement in Theme 1:relationships HGIOURS HGIOURS | Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS  Self Evaluation for Self-improvement | Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS  Increasing Creativity and Employability |
| 3. | Personalised Support with focus on Whole school Nurture and Relationships | Learning, Teaching and Assessment  Personalised Support | Curriculum review  Personalised Support |

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

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  School and ELC improvement | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  **Support children and young people to develop their skills for learning, life and work** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  Choose an item. | **HGIOS4 QIs (select from drop down menus)**  2.2 Curriculum  2.3 Learning, teaching and assessment  Choose an item.  **HGIOELC QIs (select from drop down menus)**  2.2 Curriculum  2.3 Learning teaching and assessment  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity**  **S&N= school & nursery** | **Measures** | | **School Lead** |
| Data analysis across P1/4/7:  Reading 74.42%  Gap 25.62%  Writing 59.3%  Gap 40.27%  L&T 86.05%  Gap 16.38%  Literacy Combined 73.26%  Gap 27.42%  Numeracy 72.09%  Gap 32.76%  Our next steps are to improve attainment in all 3 areas of literacy with a particular focus on writing and closing the attainment gap.  Our aim is to further improve attainment in numeracy with a particular focus on closing the attainment gap.  Working parties will look at the following areas:  WP(A)- Expressive Arts (music/art/dance)  WP(B)-Resourcing of Racial Equality and science  WP(C)- Relationship policy | 1.By September 23 staff to be able to use robust evidence, confidently analyse class data, engage better in tracking and monitoring meetings and ensure target groups are supported with appropriate interventions and supports.  2.By November 23 all staff to have improved confidence in the planning, teaching and assessment of writing and appropriate pathways for spelling and grammar to be in place.  3.By September 23 pupils in P1,2 and 3 with difficulties in speech and language to access quality listening and talking interventions.  4.By June 24 to ensure we have a reading rich environment.  5. By May 24 to ensure the literacy curriculum engages all learners.  6. Family engagement activities to allow parents to share in the learning and teaching. | 1.Staff to utilise IOC Fact, Story, Action approach to tracking and monitoring conversations with SMT/team leader/ intervention teacher. (x3 per year) (S&N)  2. Identification of target groups in reading, writing, listening and talking and numeracy with appropriate timetabled interventions/activities, supports and targets agreed. (S&N)  3. Staff not trained in Talk for Writing to attend training for fiction/non-fiction.  4.Talk for Writing Lead Teachers to support once weekly timetabled cooperative teaching session per class and to assist class teacher/EYW with assessment and moderation. (S&N)  5. School grammar programme to be aligned to grammar pathway.  6.Retrieval Spelling to be in place in each class from P2-7 as required. Miss Elrick to provide training for staff.  7. Neli training to be completed by 5 staff and intervention up and running.  8. Membership of Teacher Reading group.  9. To have in place a range of stimulating reading material, suitable reading environments, a range of reading opportunities and increased profile on reading.  10.To use Screening Shorts in the final term for some literacy activities.  11. To extend play-based learning to include P2 and 3.  12. To achieve our Digital Schools Award (S&N)  13.Whole School Family Engagement Programme (S&N)  **Working Party**  **A- development of pathways for music (RG/JM), Art(AB/LW) and dance(HP/KE)**  **B- Science, ( RH/NMcK)**  **C-Relationship policy including Nurture and Attachment (DHT/ AG/KR)**  14. Cycle of Observing, Planning, Tracking, Monitoring, Target setting within nursery (N only)  15. Programme of activities and exercises to improve self evaluation and reflection of EY practitioners (N only)  16. Partnership Development with parents, carers, local community /business. Media profile increase. (N) | 1.Class IOC data overviews, tracking and monitoring spreadsheet, tracking and monitoring meeting (x3)  2. Intervention teachers’ timetables, weekly plans, evaluations and tracking of targets with ASN Coordinator.  3.Assessment planned, analysed and acted upon. (SWST, NGRT, PM Maths, Salford)  4.Learning Community Writing Tracking sheets to be used.  5. Observed Lesson Term 2  6. Daily, weekly assessment, SWST  Neli assessments  Peer/DHT playroom observations  Tracking and monitoring meetings  Playroom Plans  Individual pupil SMART targets | | *HT*  *DHT*  *SMT*  *T4W Lead Teachers*  *Miss Elrick*  *DHT*  *Literacy co-ord*  *DHT*  *PT*  *HT*  ***PT***  ***RH***  ***DHT/HT***  *DHT/SW* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Improvement in children and young people’s health and wellbeing  **NIF Driver**  Parent/carer involvement and engagement  School and ELC improvement | **SLC Priority (select from drop down menus)**  **Improve Health and Wellbeing to enable children and families to flourish**  **Empower learners to shape and influence actions on sustainability and climate change** | **SLC Stretch Aims**  **Cost of the School Day**  Choose an item. | **HGIOS4 QIs (select from drop down menus)**  3.1 Ensuring wellbeing, equality and inclusion  2.5 Family learning  2.7 Partnerships  **HGIOELC QIs (select from drop down menus)**  Choose an item.  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity**  **S&N= school & nursery** | **Measures** | | **School Lead** |
| The Young Leaders of Learning Undertook Self Evaluation in June 2023 in the area of Health and Wellbeing and Pupil Voice. Working in partnership with Carmunnock Primary, sharing good practice an action plan for further improvement was developed and forms the basis of this strategic priority.  Knowledge of Sustainabilty and Climate Change was a focus in Session 22/23 but now the focus needs to move to practical action. This will be addressed via Eco Schools work. | 1.Termly fun walk for family learning and wellbeing (Sep23, Feb24, May24)  2. Weekly fruit barra (Sep23 onwards) for healthy eating  3.P5 WOW (August23 onwards) for physical health  4.Range of clubs per term for physical health  5. Smile File entry per term for mental wellbeing  6.Health week(15th April 24)  7. 2 CAT sessions in Term 1 led by Nurture DO  8.August 23 onwards for pupil voice and leadership  9.August 23  10.January 24  11. TBC to explore article 31  Eco Schools green Flag Award (June 24) | 1.Family Fun Walk  2.Fruit barra to provide affordable fresh fruit snacks  3.Walk on Wednesday/Walk Once a Week  4.Additional healthy learning activities identified by Health Committee eg outdoor learning, after school clubs, promotion of local sports activities  5. Introduction of “Smile Files”  6.Health week  7. Extend Nurture Provision to include Whole School Nurture Approach (see Strategic Priority 3)  8.Pupil Suggestion Box for committees to access  9.UNCRC Right of the Week  10.Develop Whole school Charter  11.Link in with ASN school for play  12.Higher profile on school media to celebrate success  1.Eco-Committee meetings  2.Environmental review  3.Action Plan  4.Curriculum Links  5.Informing and Involving  6.Monitoring and Evaluation  7.Eco-Code | Record sheets to track participation in operation Activities 1,2 and 3  All pupils to have individual Smile Files and Smile Wall  Health Week Timetable  Boxall Profiles  Minutes of Committee Meetings (Pupil Council, Eco, Health, Sports Leaders)  Calendar of Rights Explored  Charter in place  Photographic evidence and quotes  App, Twitter, website, SLC SWAY  Submission for Green Flag | | *Mrs Ross/ Mrs McLeod*  *HT*  *P6 teachers*  *DHT*  *HT*  *HT*  *DHT*  *DHT*  *PT*  *Mrs McKenna* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  Choose an item.  School and ELC improvement | **SLC Priority (select from drop down menus)**  **Ensure inclusion, equity and equality are at the heart of what we do**  **Improve Health and Wellbeing to enable children and families to flourish** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  1.5 Management of resources to promote equity  **HGIOELC QIs (select from drop down menus)**  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity**  **S&N= school & nursery** | **Measures** | | **School Lead** |
| Trained lead staff have ran some of the types of nurture groups and have undertaken further professional development. In order to extend the reach of nurture to the wider school community, a comprehensive plan to take a whole school nurture approach embedded within a school Relationships Policy is required.  Ensure we have an Inclusive Curriculum | The needs of every child will be at the centre of our relationships work and nurturing approaches both in specific individual work, nurture groupings and across the school community. (Throughout the year the nurture model will be responsive to the needs of our school as they arise).  Ensure Racial Equality (May24) | 1.Two CAT sessions led by DO Nurture  2.Boxall training  3.Classic Nurture Group  4.Semi-classic Nurture Group  4.Mndfulness/Relaxation Group  5.Sensory Group  6.Friendship Group (x2 types)  7.Sibling Group  8.Individual Group  9.Nurture in Nature Group  10.Whole Class Visits  11.Regulation Stations  12.Visiting Passes  13.Relationships Policy (Nurture Policy will sit within this)  14. Development of understanding of the link between 6 Principles of Nurture and attachment Pledges  15. Parent Groups  16. Racial Equality (S&N) | Staff CLPL  Boxall profiles  Nurture Timetable  Working Party to draw up Relationships Policy  Display  Timetabled Family Learning Activities  Resources/curriculum/Policy review by pupil, parents | | *DHT/Mrs Gallagher*  *HT/DHT/PT*  *Mrs Gallagher*  *HT*  *SW* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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PEF Improvement Planning and Standards and Quality Reporting for 2023/24

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| **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **Cost of the School Day** | | | | | | | |
| **Rationale for PEF / PB Spend** | **Allocation of PEF / PB spend** | **Outcome (Intended impact)** | | **Operational activity** | **Measures** | **Mid year review**  **RAG** | **End of year review**  **RAG** |
| Data analysis across P1/4/7:  Reading 74.42%  Gap 25.62%  Writing 59.3%  Gap 40.27%  L&T 86.05%  Gap 16.38%  Literacy Combined 73.26%  Gap 27.42% | *PEF £10,500 plus staffing* | *Improved attainment in literacy and closing of the attainment gap across all 3 areas* | | *1.Accelerated reading P4-7*  *2.Catch-up Literacy*  *3.5 minute Box Literacy*  *4.10 Minute Box literacy*  *5.Use of Read Write*  *6.Improved access to IT*  *7. CLPL in Talk for Writing*  *8. Membership of Teacher Reading Group*  *9.Co-operative teaching for writing*  *10. Retrieval Spelling* | *Accelerated Reading Star Reader assessments will show gap between chronological age and reading age close in 80% of pupils*  *Salford Reading Tests will show gap between chronological age and both reading age and comprehension age close in 80% of pupils*  *5 and 10 Minute Box assessments will show improvement in sounds to say/write and keywords to read/write in 70% of pupils*  *SWST will identify target groups for intervention who will then show increased spelling age in 75% of pupils*  *SNSA (P1,4,7)*  *PM Benchmarking will ensure pupils are on correct level of reading material throughout the year.*  *Quest will be used at P3 to diagnostically assess strengths and weaknesses in literacy skills and appropriate interventions put in place and monitored.* |  |  |
| Numeracy 72.09%  Gap 32.76% | PEF £2300 plus staffing | Improved attainment in numeracy and closing of the attainment gap | | 1.Home learning numeracy materials and parent workshops  2. Access to responsive online software as appropriate  3.Staff CLPL Maths Recovery Purple Level  4. 5 Minute Box Maths  4. Target Group identification for interventions | PM Maths  SNSA (P1,4,7)  *Quest will be used at P3 to diagnostically assess strengths and weaknesses in numeracy skills and appropriate interventions put in place and monitored.*  Sumdog responsive assessment  Big Maths assessment  Catch-Up Maths will show, alongside Basic Number Screening progress in 75% of skills/concepts for pupils |  |  |
| Health and wellbeing, attachment disorders and mental health concerns require to be addressed through a supportive environment and appropriate approaches | PEF £4850 plus staff | The needs of every child will be at the centre of our relationships work and nurturing approaches both in specific individual work, nurture groupings and across the school community. (Throughout the year the nurture model will be responsive to the needs of our school as they arise). | | 1.Two CAT sessions led by DO Nurture  2.Boxall training  3.Classic Nurture Group  4.Semi-classic Nurture Group  4.Mndfulness/Relaxation Group  5.Sensory Group  6.Friendship Group (x2 types)  7.Sibling Group  8.Individual Group  9.Nurture in Nature Group  10.Whole Class Visits  11.Regulation Stations  12.Visiting Passes  13.Relationships Policy (Nurture Policy will sit within this)  14. Development of understanding of the link between 6 Principles of Nurture and attachment Pledges  15. Parent Groups  16.Emotion Works  17. 6 Bricks Programme | Staff CLPL will result in greater professional understanding and practice  80% of pupils Boxall profiles will show improvement  Nurture Timetable  Parental participation will be high and feedback will highlight strengths and areas for improvement |  |  |
| COSD | PEF £6500 plus staffing | The COSD will not impact on pupil participation and access to essentials | | 1.Residential Trip  2.Transport  3. Fruit Barra  4. Nurture Trollies | Eligible pupils will have the cost of the residential subsidised  Zero cost for transport  Subsidised healthy snacks available  Basic school essentials available on nurture trolley |  |  |
| Staffing and Other | PEF £37487 | Community Café will allow development of enterprise skills and provide opportunities for partnership with parents, carers, local community and business. | | Termly Community Café | Uptake will be high  Feedback and response will strengthen whole school community links and partnership working |  |  |
| PB to be decided  Unallocated spend | PB £3062  Unallocated £3103 | TBC | | TBC | TBC |  |  |
|  | TOTAL SPEND (incl carry forward) £ | £64940 | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2024/2025.** | | | | |
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**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| Family Learning | families | Ongoing |
| Transitions | Parents, carers, nursery, stage, secondary | Ongoing |
| Home Links | Parents, carers | ongoing |
| Young Leaders of Learning | Carmunnock PS Glasgow City Council | ongoing |
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