

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

Kirklandpark Primary School & Nursery Class
Kirkland Park Avenue
Strathaven
ML10 6DY

Strategic Improvement Priorities over 3 year cycle

Timescale: 2023 - 2026

Strategic Priority	Year 1 2023- 2024	Year 2 2024 - 2025	Year 3 2025 – 2026
1.	Continue to undertake Do-Be-Mindful Training. Incorporate strategies into classroom and nursery / school pedagogy to support development of children’s resilience, tolerance, motivation for learning and positive growth mindset.	Complete Do-Be-Mindful training, with focus on extending use of strategies to outdoor learning, further developing pupil wellbeing through simple but powerful strategies and mindfulness-based exercises to recognise emotions, respond skilfully and use simple tools and habits to help them take ownership of their wellbeing.	Adapt Health & Wellbeing planning to incorporate strategies and focal points developed through 3 year training programme. Implement and modify as required. Offer opportunities for parental engagement to support consistent implementation of language and methodologies at home to support development of pupil resilience.
2.	Develop use of number talks across all stages of nursery and school to increase pupil confidence and raise attainment in numeracy. Undertake and implement Growth Mindset In Numeracy specific training to improve positive attitudes and resilience towards numeracy.	Embark on Improving Our School (IOC) – raise attainment in Writing through consistent approaches to the use of Learning Intentions & Success Criteria and TFW pedagogy. Enhance use of data across all levels.	Through IOS identify one feature of highly effective practice identified at end of session 2024 – 2025 through rigorous self-evaluation. Identify curricular area to raise attainment.
3.	Introduce play based learning pedagogy at Early Level	Play based learning to continue to develop beyond Early Level, into First Level.	Develop enquiry-based learning in Second Level.
4.	Develop skills based learning across all stages with focus on health & wellbeing.	Develop curriculum offer with focus on Social studies skills.	Develop curriculum offer with focus on Music and Art skills.

Context of school

Kirklandpark Primary School is situated in parkland on the outskirts of the market town of Strathaven. We have a large area of amenity ground adjacent to the school, which we use for outdoor learning, sports and games. We now have a substantial outdoor learning area that is both well used and very popular with staff and children.

Our new school building officially opened in June 2017. It is on three levels, one and a half storeys and has a very open and spacious feeling. Due to a substantial increase in our school roll we now have an additional modular classroom with capacity for 25 children. We have 13 classrooms, a nursery playroom, a gym hall, dining hall and several large open areas. One of our open area spaces has been adapted to create an additional classroom to accommodate our expanding school roll.

Approximately 88% of our children live within SIMD levels 6-10 and 12% live within SIMD levels 3-5. Our catchment area incorporates SIMD levels 3-10. Our combined school and Nursery roll is 399 with 32 children attending our nursery and 367 in our primary classes. Our anticipated roll in August 2023 is 403 (32 in nursery and 371 in P1-7).

Poverty Related Attainment Gap – PEF Target Group

Within our school population, we do not have children who live within SIMD Deciles 1 or 2. For this reason our target group includes children who are experiencing barriers to learning and are entitled to income related free meals and / or live within SIMD Deciles 3, 4 and 5.

Currently, 2.7 % of children attending Kirklandpark receive FME and 9.9% of children are in receipt of clothing grants.

10% of our FME children live in SIMD 3

20% of our FME children live in SIMD 4

10% of our FME children live in SIMD 5

60% of our FME children live in SIMD 6 - 10

Breakdown Of Attainment Of Children With FME

Within SIMD 3 - 5

- 25% with FME are achieving of a level consistent with most children of their age and stage and have not required any additional measures to be put in place to support their learning in any areas of the curriculum.

- 75% of children receiving FME are supported in their learning. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage in Literacy and Numeracy. Supports and interventions will be continue to be in place and extended.

Within SIMD 6 - 10

- 17% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support in Literacy.
- 83% of children receiving FME are supported in their learning within Literacy. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.
- 33% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support in Numeracy.
- 67% of children receiving FME are supported in their learning within Numeracy. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.

Those Living Within SIMD 3, 4 & 5 Who Do Not Receive FME

Within SIMD 3

- Of those who do not receive FME, 70% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those who do not receive FME, 30% experience barriers to their learning which affect their progress.

Most of those falling within this 30% experience significant difficulties in all aspects of learning. Interventions in all areas have been put in place and will be continued. Significant one-to-one support is required and progress is limited. ASPs and individual programmes of work are in place. None of the children falling into this category engage with homework activities.

Within SIMD 4

- Of those who do not receive FME, 100% are achieving a level consistent with most children of their age and stage and have not required any additional support.

Within SIMD 5

- Of those who do not receive FME, 82.1% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those not receiving FME, 17.9% experience barriers to learning but have made some progress during this academic year. 40% of children within this group have minimal engagement with homework activities. Classroom based support is currently in place and we are seeking to extend this further.

Attendance for almost all of the children who are entitled to FME and / or live within SIMD 3, 4 or 5 is high with 50% showing an attendance rate above 90%.

Attendance for almost all of the children who live within SIMD 3, 4 or 5 but are not entitled to FME is high with 79.5% showing an attendance rate of 90% or above.

Our target group accounts for 18% of the group of children who are entitled to FME and / or live within SIMD 3,4 or 5. Our target groups accounts for 8.5% of our school population.

Our PEF target group for 2022 – 2023 increased to include children who reside in SIMD 6- 10 and who do not receive FME as many children who reside in SIMD 3-5 and receive FME are working at an academic level that is consistent for most children of their age and stage. They are well motivated and engaged with learning. Their attendance levels are high and they do not demonstrate any distressed behaviours.

Vision

It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated. We ensure inclusion and equality leads to improved outcomes for all children and we work to provide all with opportunities to be involved in the life of the school. We encourage our children to strive to be successful learners, confident individuals, responsible citizens and effective contributors. Our ethos is nurturing and founded on a climate of mutual respect with shared values and expectations, secured through positive relationships, providing children with a quality broad general education. We are committed to ensuring the highest standards are in place for learners through our shared vision and values.

Aims

We aim to:










- Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals.
- Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves.
- Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds.
- Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work.
- Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society.

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	2 DHT	1 PT	15.6 FTE Teachers	5.8 FTE Support Staff	FTE Family Support Worker N/A			
School roll	Number of pupils per cohort							FSME (P6/7)	SIMD 1/2
 198	P1 33	P2 29	P3 31	P4 24	P5 37	P6 18	P7 33	 4.2 %	 0 %
 179	19 52	21 50	36 67	30 54	12 49	25 43	23 56		
Attendance ✓	Exclusion  (Number of openings per 1000 pupils)		Care experienced  (Recorded as LAC)		ASN 		EAL 		
94.5%	0%		0.8%		2.7%		0.27%		
20/21 97.3 %	20/21 0 %	20/21 0.37 %		20/21 %		20/21 %			
21/22 94 %	21/22 0 %	21/22 0.37 %		21/22 %		21/22 %			
22/23 %	22/23 0 %	22/23 0.37 %		22/23 14.65 %		22/23 %			

Nursery Class Profile

	EYD	TL	EYPs	EYSW	Nursery roll 32		N4	21
	N/A	1	5	1			N5	9
							Deferred	2

Performance data - Closing the Gap

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

NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. NIF Driver School and ELC improvement Performance information	SLC Priority (select from drop down menus) Ensure inclusion, equity and equality are at the heart of what we do Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	SLC Stretch Aims ACEL Primary – numeracy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined	HGIOS?4 QIs (select from drop down menus) 1.2 Leadership of learning 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment HGIOELC QIs (select from drop down menus) 1.2 Leadership of learning 2.3 Learning teaching and assessment 3.2 Securing children’s progress	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Teacher and Early Years Practitioner Self-evaluation, together with observed lesson feedback, professional dialogue, learning plan evaluations, ACEL Data, SNSA results and summative assessment data obtained from ongoing assessment processes show that our children demonstrate a high level of skill when utilising their mathematical knowledge in problem solving.	<p>By June 2024, children across whole school, including target group will have increased their proficiency in recall and speed when utilising mental maths strategies, shown through increases in individual summative assessment scores.</p> <p>By June 2024 combined P1/4/7 numeracy data will increase by 3 percentage points.</p> <p>By June 2024, progression planners for mental maths to focus on key areas for teaching and learning across all stages will be developed.</p> <p>By June 2024 all staff will be utilising language and pedagogy related to Number Talks and Positive Growth Mindset In Numeracy.</p>	<p>Identification of pupils to be part of target group – Focussed intervention will be delivered through Catch-up Maths.</p> <p>Whole staff training and implementation of Number Talks.</p> <p>Opportunities for collaborative working / team-teaching.</p> <p>Further develop bank of resources to support mental maths. Development of images and pictorial aids to display in every classroom to ensure consistency across all stages.</p> <p>Development of use of data at class level.</p>	<p>Pupil, staff and parent questionnaires on pupil attitudes towards Maths and Numeracy in August 2023 and May 2024.</p> <p>Consistent use of Number talks across all stages to enhance mental maths skills, recorded via learning plans, evaluations and tracking conversations.</p> <p>Observed lessons and departmental professional dialogue to identify and share good practice.</p> <p>Consistent whole school use of Maths and Numeracy specific Growth Mindset terminology to foster and promote positive attitudes and resilience.</p>	<p>Mrs D. Laing</p> <p>Mr A. Hepburn</p> <p>Mr S. McPhilemy</p> <p>Miss E. Ferrie</p> <p>Mrs E. Forsyth</p>

<p>Attainment in P1/4/7 is 87% with a gap of 22.2%. Our next steps are to further develop teaching and learning in Mental Maths to increase speed and efficiency of recall and manipulation of number facts in order to raise attainment and increase pace of learning. Positive attitudes towards Maths and Numeracy, promoting a positive growth mindset.</p>	<p>By June 2024, children will be demonstrating and identifying increased positivity and resilience towards Numeracy.</p>	<p>Whole staff training in Winning Scotland's Limitless Learning, Positive Growth Mindset In Numeracy (accredited) programme. Undertake Maths Recovery Training</p>	<p>Class data overviews. Numeracy ACEL Data, SNSA Data and in school summative assessment data.</p>	
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

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

<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Teacher and practitioner professionalism Parent/carer involvement and engagement</p>	<p><u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion <u>HGIOELC QIs (select from drop down menus)</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>To promote a strong sense of community, mutual respect and positive relationships across our school community.</p> <p>To further embed SLC attachment strategy including nurture principles across all classes.</p> <p>To enhance and promote positive</p>	<p>Children to further develop their emotional literacy and resilience.</p> <p>Increased positive interactions and tolerance between children across all stages.</p> <p>Reduced numbers of recorded and reported disputes / quarrels.</p> <p>Greater positivity towards self, learning and school.</p>	<p>Two weekly health and wellbeing lessons per week, one to focus on general health & wellbeing and the other to focus on mental health.</p> <p>Further staff training and implementation of the 'Do-Be-Mindful' programmes Explorer and Adventurer modules (whole school).</p> <p>Re-establish weekly health & wellbeing check-in groups.</p> <p>Establish weekly one-to-one check-ins with class teachers for targeted children.</p>	<p>GL Pass Assessment results Chit Chat groups Pupil Council SHANARRI wheels Rights Respecting Rangers IDL Wellbeing Application Target Setting Boxall Profiles Nurture Group Evaluations Wellbeing Check-ins</p> <p>Increased attendance and arrival at school for 9.00am by targeted pupil group.</p> <p>Decreased number of reported and recorded playground / classroom disputes and quarrels.</p>	<p>Mr A. Hepburn</p> <p>Mrs A. Gray</p> <p>Miss F. Mackenzie</p>

<p>attitudes toward mental health across our school community.</p>		<p>Facilitate twice daily emotional check-ins for children across all classes.</p> <p>Further staff training to embed and refocus attachment strategies and nurture principles across all stages.</p> <p>Self-evaluation to identify good practice & next steps.</p> <p>'Staff Strategy Prompts' to ensure consistency in approach.</p> <p>Transition Teddies for new Primary 1 children to be delivered prior to first day of school</p> <p>Attachment Ambassadors / Leads from upper stages to be established and to support learners across all stages</p> <p>KP Customised Nurture Principles and Attachment Strategy Pledges to be displayed across school to support consistency in language and pedagogy</p> <p>Regular whole class visits to Nurture Neuk</p> <p>Work towards SLC Attachment Accreditation</p> <p>Staff training in Emotion Coaching</p> <p>Implementation of Kitbag Training to support learners across school</p> <p>Parental workshop & information booklet to promote understanding of nurture and attachment.</p> <p>Relationship policy to be updated.</p>	<p>Increased classroom engagement and sustained periods of learning for targeted children.</p>	
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<p>To further develop whole school understanding of inclusion, equality and equity as responsible citizens, confident individuals, successful learners and effective contributors.</p>	<p>Increase children's understanding of their role and the impact that they have on society and the wider world.</p> <p>To support children in becoming active and involved in school life and in the wider world.</p> <p>To raise awareness of children's rights, promoting their practice within every day life.</p>	<p>Establish RRS Committee with monthly meetings</p> <p>Evaluate progress, create action plan and facilitate whole school participation in programme through UNCRC focused lessons and links to articles.</p> <p>Monthly UNCRC assembly focus</p> <p>Display in the main atrium showing related learning.</p> <p>Links with local primaries and Strathaven Academy with RRS groups. Communicate progress with parents and carers through newsletters and Twitter.</p>	<p>Attain Silver Rights Respecting Schools Award</p>	<p>Mr S. McPhilemy</p>
<p>To strengthen home - nursery links and further engage parents / carers as partners in children's learning.</p>	<p>To support parents and carers to participate and consolidate children's numeracy based learning.</p> <p>To strengthen links between nursery and home.</p> <p>To further involve parents & carers in children's learning.</p>	<p>To create numeracy sacks to communicate numeracy based learning with families, enabling parents & carers to consolidate and share in children's at home.</p> <p>Invite parents and cares into playroom to see sacks used within nursery setting, providing ideas and hints on how to transfer this to home based learning.</p> <p>Facilitate opportunities for parents / carers to assist in the creation and co-ordination of numeracy sacks lending library.</p> <p>Assess family engagement with home based learning and evaluate contents / approaches with parents, modifying as appropriate.</p>	<p>Questionnaires at the start, midway and at the end of the academic session to assess contents of sacks, approaches and engagement, evaluating success of implementation.</p> <p>Assessment records and observation records to show difference in children's numeracy progress.</p> <p>Collection of evidence to demonstrate progression in learning.</p> <p>Shared targeted teaching and learning with parents and carers via newsletters and journals.</p>	<p>Mrs E. Forsyth</p> <p>Nursery Team</p>
<p align="center">Progress and Impact</p>			<p align="center">Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

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

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC leadership School and ELC improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 3.2 Raising attainment and achievement 2.2 Curriculum <u>HGIOELC QIs (select from drop down menus)</u> 1.1 Self Evaluation for self-improvement Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>To raise attainment and achievement, focusing on skills for learning, life and work.</p> <p>To provide opportunities for children to engage in activities that promote critical and creative thinking.</p> <p>To enable children to take responsibility and have greater confidence and skills in leading their own learning and that of others.</p>	<p>To apply skills for learning, life and work in a variety of motivating contexts.</p> <p>To promote creativity to develop higher-order thinking skills.</p> <p>Utilising systemic opportunities, review and refresh pedagogical practice.</p> <p>Shared understanding of standards and pedagogy.</p> <p>To enhance quality assurance within nursery setting through rigorous self-evaluation.</p>	<p>Primary 1 teachers to undertake SLC CLPL Play Pedagogy training.</p> <p>Primary 1 classroom structure and organisation to be adapted to support inclusion of play within daily timetable and planning.</p> <p>Planning to detail inclusion of play to support learning in literacy and numeracy.</p> <p>Further develop resources to support play based learning.</p> <p>Adapt and update quality assurance documentation and procedures with increased focus on self-evaluation.</p>	<p>Learning plan evaluations to show impact of play on attainment in literacy, numeracy and health and wellbeing.</p> <p>Tracking conversations</p> <p>Departmental and stage meeting notes</p> <p>Class data overviews</p> <p>POLAAR Assessment</p> <p>PAST Assessment Literacy and Numeracy SNSAs</p> <p>Literacy and Numeracy ACEL data for targeted children.</p> <p>HGIOELC based quality assurance calendar to be developed</p>	<p>Mrs C. McCormack</p> <p>Mrs P. Kinnear</p> <p>Miss L. Brown</p> <p>Mrs H. Smith</p> <p>Mrs S. Watson</p> <p>Mrs E. Forsyth</p>

	<p>Children who are motivated leaders of their own learning, who can make choices, progress and find success within the four capacities.</p> <p>Children to develop their cognitive, emotional, social, and physical capacities through play based learning.</p> <p>To develop the range of pedagogic and assessment skills of primary practitioners in STEM contexts.</p>	<p>Engage with SSERC Primary Cluster Programme and SLC:</p> <ul style="list-style-type: none"> - One member of teaching staff to undertake role of STEM Mentor. - Participate in CLPL delivered by SSERC. - Work collaboratively with other Learning Community Mentors - Design and implement a bespoke CLPL programme for teaching staff within the Learning Community. 	<p>Planning & evaluations to show clear HGIOELC links, identification of strengths and next steps.</p> <p>Next steps to be incorporated into improvement planning and development to support enhancement of practice and procedures.</p> <p>Professional dialogue (including staff meetings, PRDs and Learning Plan evaluations) to show</p> <ul style="list-style-type: none"> - increased confidence in planning and implementing STEM based lessons - increased collegiality and collaborative working across learning community - identification and sharing of good practice - planning and evaluations to demonstrate increased inclusion of STEM within teaching and learning - planning and evaluations to demonstrate an increased variety of approaches to learning and teaching. 	<p>Nursery Team</p> <p>Miss R. Thomson</p>
	<p>To enable children to have increased opportunities to shape and improve educational experiences.</p>	<p>Engage with the Young Leaders Of Learning Programme.</p>	<p>Children's engagement in ongoing self-evaluation activities, with records contributing to school improvement and standards and quality evaluations.</p>	<p>Mrs D. Laing</p>

	<p>To provide further opportunities for 'pupil voice' to influence and contribute to teaching and learning.</p> <p>To deepen children's understanding of their own strengths and development needs.</p> <p>To support children in celebrating their own achievements and successes.</p> <p>To enable children to set realistic, achievable targets to further develop their knowledge and skills as learners and within all aspects of their lives.</p>	<p>Create Young Leaders of Learning Committee representative of whole school pupil group</p> <p>SLT / Teacher Training to be undertaken</p> <p>Young Leaders Of Learning to undertake training</p> <p>Engage in reciprocal visits to other schools.</p> <p>Committee meetings (led by pupils) to discuss and evaluate practice and pedagogy within our own school, identifying next steps.</p> <p>Continued staff CLPL based on SLC Skills Framework. Target P5-7. P7 to participate in Youth Scotland's 'Dynamic Youth Award.'</p> <p>Create resources to ensure consistency in language and icons / pictorial aids used across nursery and school.</p> <p>Create range of age appropriate, interactive aids to enable children to evaluate and record their own skills and create targets for further achievement.</p> <p>To communicate all aspects of work based on Skills Framework with parents.</p> <p>To develop / modify resources and opportunities for parents / carers to be involved and engaged with target setting and utilisation of SLC Skills Framework.</p>	<p>Committee minutes record discussions to identify areas for improvement and good practice.</p> <p>Changes in practice / pedagogy to be made and recorded / communicated to parents & carers in newsletters and via Twitter.</p> <p>Next steps to be incorporated into School Improvement Plan, where appropriate.</p> <p>Children's self-evaluations to demonstrate understanding of own talents and skills.</p> <p>Children, parents and staff to utilise and apply associated language consistently to focus attention on developing skills focus.</p> <p>Children's peer assessments to recognise and demonstrate understanding of talents and skills of peers.</p> <p>Children's PASS assessments to demonstrate greater positivity towards self.</p> <p>Children to demonstrate increased levels of self-confidence.</p> <p>To celebrate children's skills development through Kirklandpark Primary P5 & 6 achievement certificates and for Primary 7, through Youth Scotland's, 'Dynamic Youth Award.'</p>	<p>Mrs T. Smart</p> <p>Mr S. McPhilemy</p> <p>Mrs L. Lee</p> <p>Mrs E. Forsyth</p>
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

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

<u>SLC Stretch Aims</u>						
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	End of year review
					RAG	RAG
<p>Analysis of numeracy assessment data, pace of learning and professional judgement has identified 39 children across the school who are not expected to achieve their expected age / stage for numeracy.</p> <p>These pupils will be targeted for Maths Recovery / Catch-Up Maths and targeted work to promote confidence and resilience in Maths (Growth Mindset In</p>	<p>£4369.00</p>	<p>By June 2024, all of the identified children will be achieving increased attainment and pace of learning in Numeracy.</p> <p>31 will be achieving within their expected age-range for Numeracy.</p> <p>By June 2024 combined P1/4/7 numeracy data will increase by 3 percentage points.</p> <p>Increased positivity towards Numeracy will be shown by all children.</p>	<p>Maths Recovery / Catch-Up Maths attendance and engagement will be monitored on a weekly basis.</p> <p>Maths Recovery / Catch-up Maths assessments to baseline progress every 8 weeks.</p> <p>Digital Learning Opportunities to be built into daily programme to consolidate learning (IDL & Sumdog)</p>	<p>Numeracy ACEL Data for identified children in P1-7</p> <p>GL Numeracy Assessment Data for identified children</p> <p>SNSA Data for identified children in P1, 4 & 7</p>		

<p>Maths – Limitless Learning) P2 (3), P3 (8), P4 (7), P5 (13), P6 (1), P7 (10)</p>						
<p><u>Learner Engagement</u></p> <p>Through monitoring attitudes to self, learning and school 21 children across the school have been identified as social and emotional needs. P3 (3), P4 (2), P5 (6), P6 (2) and P7 (8)</p> <p>29% of the identified children have low attendance levels.</p> <p>10% of the identified children are regularly late for school and experience difficulties transitioning from home to school.</p> <p>All children identified, experience difficulties sustaining concentration and focus, regularly disengaging from learning.</p>	<p>£10817.20</p>	<p>Develop increased levels of self-confidence and resilience for learning.</p> <p>Increase attendance levels in targeted children.</p> <p>Identified children to engage with at least one extra-curricular activity to promote social interaction and confidence.</p> <p>To engage targeted children in learning through practical, WoW based activities and programmes, providing specific roles and responsibilities.</p> <p>Increase play based learning resources to support a wider range of learning styles.</p> <p>Customise homework diaries to include range of prompts and tools to support learning.</p> <p>To foster positive growth mindset attitudes across whole school to increase resilience and positivity to learning.</p>	<p>‘Clyde In The Classroom’ Science partnership programme for targeted children in P5 & 6.</p> <p>Wide range of sports and non-sports based extra-curricular clubs during lunch time and after school. Targeted children to be invited to attend.</p> <p>Develop play based learning resource bank.</p> <p>Create customised homework diaries that contain prompts and resources to support learning across the curriculum.</p> <p>All staff to undertake further CLPL and training in Do-Be-Mindful approaches.</p> <p>Measure pupil attitudes towards self, learning and school.</p>	<p>Engagement with learning, demonstrating responsibility for aspects of the ‘Clyde In The Classroom’ project.</p> <p>Increased attendance levels and improved time keeping in identified children.</p> <p>Increased participation and regular attendance of targeted children at extra-curricular activities.</p> <p>Use of diaries to support learning within class to promote independence and resilience in learning.</p> <p>Staff utilising Growth Mindset terminology and strategies with pupils.</p> <p>GL PASS assessment results to show increased levels of positivity towards self, learning and school.</p>		

<p>All children identified experience low levels of self-esteem.</p> <p>71% of identified children do not engage with extra-curricular activities offered.</p>						
<p>Literacy</p> <p>Through analysis of our literacy data, 25 children have been identified across the school as experience barriers to learning in Literacy. 4 (P2), 8 (P3), 3 (P4), 3 (P5), 4 (P6) & 3 (P7). They are not expected to achieve their expected age / stage in reading and writing.</p> <p>These children are targeted for literacy based interventions.</p> <p>Children experience difficulties in retaining prior learning, affecting reading and spelling.</p>	<p>£6441.98</p>	<p>By June 2024 all children will show increased attainment in their literacy levels.</p> <p>16 of the identified children are expected to attain the levels expected of their age/stage.</p> <p>By June 2024 all children identified will engage more readily with reading activities and demonstrate increased positivity towards books and reading.</p>	<p>Consolidation of phonics and spelling rules through games based approaches.</p> <p>IDL Reading Eggs</p> <p>Author Visits to promote enjoyment of and engagement with books and reading.</p> <p>Engage with Catch Up Literacy Training and implement with targeted children</p>	<p>Increased attainment levels shown through tracking data available through IDL and Reading Eggs.</p> <p>NGRT assessment results for targeted children</p> <p>ACEL data for targeted children</p> <p>GL Assessment data for targeted children to show increase in technical skills and comprehension levels.</p> <p>Teacher evaluations in learning plans.</p>		
<p>To reduce the cost of the school day for families and support</p>	<p>£3856.00</p>	<p>Enable all children to participate in school trips throughout the year, to experience learning beyond the school and classroom environment.</p>	<p>Each class P1-6) to have one school trip throughout the academic year. Trips subsidised to reduce cost for families. FME children fully funded.</p>	<p>100% of P2-6 children attending day trips.</p>		

		To ensure equity, equal opportunities and inclusion for all children.	P7 residential trip subsidised to reduce cost for all families. FME children and those seeking assistance are fully funded.	Increased number of Primary 7 children participating in residential trip. Those opting not to participate due to reasons unrelated to financial costs.		
	TOTAL SPEND (incl carry forward) £26949.68					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Relationship, Sexual Health And Parenthood (RSHP) to be implemented and evaluated	Teaching staff Parents & Carers	June 2024
Continued development of Outdoor Learning resource bank and staff training	Teaching and support staff	June 2024
Submit application for Reading Schools Accreditation	Reading Schools Group	October 2024
Continued work to sustain positive attitudes towards reading	Whole Staff	June 2024