

2024-2025

# School Improvement Plan and Standards & Quality


















## Kirktonholme Primary School and Early Learning Class



Learning is the HEART of Kirktonholme

Strategic Priority	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
1. Ethos	Complete year 3 of attachment plan and embark on establishing a nurture provision	Continue to develop nurture provision & emotional literacy. Launch of Relationships policy <a href="#">Build upon PEEP programme in ELC</a>	Evaluation of attachment informed practice and nurture approaches. Review of school vision, values and aims.
2. Refreshing our Curriculum	Improve attainment in reading through Reading Schools Award, reading assessments and making literacy connections across the curriculum <a href="#">Expanding vocabulary in ELC</a>	Develop curriculum offer to include cultural diversity, racial education and BSL	Develop curriculum offer based on self evaluation. Spotlight on family learning & a stakeholder bletcher on homework.
3. Pedagogy	Develop the use & consistency of questioning to challenge learners <a href="#">Develop questioning to increase quality of interactions within the ELC</a> Focus of questioning/enquiry within science	Develop inquiry based learning and imaginative outdoor spaces. <a href="#">Extend ELC questioning and further develop ELC curiosity sacks</a>	Continue to develop pedagogy based on self evaluation. Use of Digital Technology including AI
4. Learning Community or Nursery	Transitions within Learning Community	Transitions within Learning Community with a focus on P7-S1 <a href="#">Tracking &amp; target setting in ELC</a>	

**How Kirktonholme’s Year 2 priorities connect with the UNCRC & our values**

KPS Priority	UNCRC Article	KPS Values
<b>Nurture</b> 	 <p>Article 6 I have the right to live and grow as a person.</p>	Happiness Respect
<b>Diversity</b> 	 <p>Article 42 Everyone should know about children’s rights.</p>  <p>Article 29 I have the right to an education which develops my personality, talents and abilities.</p>  <p>Article 30 I have the right to speak my own language and to follow my family’s way of life.</p>	Respect Teamwork
<b>Inquiry based learning</b> 	 <p>Article 29 I have the right to an education which develops my personality, talents and abilities.</p>  <p>Article 31 I have the right to rest, relax and play.</p>	Happiness Excellence
<b>Target setting in ELC</b> 	 <p>Article 29 I have the right to an education which develops my personality, talents and abilities.</p>  <p>Article 6 I have the right to live and grow as a person.</p>  <p>Article 3 Adults must do what’s best for me.</p>	Achievement Teamwork
<b>Pupil Equity Funding</b> 	 <p>Article 28 I have the right to an education.</p>  <p>Article 31 I have the right to rest, relax and play.</p>  <p>Article 3 Adults must do what’s best for me.</p>	Achievement Excellence

## Context of school

Kirktonholme Primary School and Early Learning Class is a non-denominational school in a residential area of East Kilbride. It serves the communities of West Mains and Stewartfield. For 2023/24 our school roll was 369 over 14 classes, with a nursery class of 40. As part of the Schools Modernisation Programme, the new school building was opened in 2009 and provides a modern environment in which our children can learn and achieve. The building has 14 classrooms, a nursery, a gym hall with a large stage, dining area and an Active Learning Zone. Over recent years we have also developed our outdoor space, a nurture space called 'The Treehouse' creating versatile spaces to play and learn.

We are part of the Duncanrig Learning Community which includes eight other feeder primaries. The Learning Community has developed very positive working relationships, recently focusing on the collaboration to develop writing, that have a positive influence on all aspects of school life.

Our school community worked together to create our school vision and values. In 2022/23 this was reviewed and it was agreed to refine the values to align more with our school vision. Our community is focused on learning being at the heart of Kirktonholme. The values we live by are Happiness, Excellence, Achievement, Respect and Teamwork.



*Learning is the HEART of Kirktonholme*  
*Happiness Excellence Achievement Respect Teamwork*

At Kirktonholme Primary we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practices, providing opportunities for our children to learn knowledge and skills. This is enabled through a play-based learning environment in our early primary stages.

The Senior Leadership Team are well established and supported by the Kirktonholme Improvement Team and our pupil HEART groups, all of whom drive improvement through self-evaluation and pupil voice. Our learners are very skilled in taking on leadership roles and making a positive difference to our school and its community. One of the strengths of our staff team is the shared values and they should be commended for their strong ethos of teamwork.

This session we have continued to strive to increase our parental engagement by providing stay and play sessions, family workshops in STEM and Loose Parts and we hosted our third annual KOP Climate Change Conference. Sustainability is a strong driver within our Curriculum. We have an active and engaged Parent Council, and an interested and supportive parent forum, who play an integral role in school life in many ways, including fundraising. We are continually developing our curriculum and our profile within our local community by supporting and working with local charities and groups, such as the EK Food Bank, Memory Café, Guide Dogs and Kilbryde Hospice. Local businesses support our curriculum delivery, especially in the areas of Farm to Fork, Sustainability and Digital Learning. We have developed good links with our local library to support our reading for pleasure programme.












## Section below is for internal use only

### Contextual Data

Data can be extracted from previous years SQIP file and BGE T&M Tool (BGE Profile tab)




File path: [Data Portal](#) > Primary > Attainment Tools > BGE Tracking and Monitoring Tool

#### School Profile

		1 HT		2 DHT		2 PT		18 FTE Teachers		9.2 FTE Support Staff		0 FTE Family Support Worker	
School roll		Number of pupils per cohort							FSME (P6/7)	SIMD Q1	Equity (Q1 or FSM)		
369		P1	P2	P3	P4	P5	P6	P7	 18%	 1%	 17%		
		51	52	47	59	58	46	56					
Attendance 		Exclusion (Number of openings per 1000 pupils) 		Care experienced (Recorded as LAC) 		ASN 		EAL 					
20/21	96.5%	20/21	0	20/21	%	20/21	%	20/21	%				
21/22	92.1%	21/22	0	21/22	0.5%	21/22	26.1%	21/22	4.3%				
22/23	93.1%	22/23	0	22/23	2.1%	22/23	29.6%	22/23	4.7%				
23/24	94.6%	23/24	0	23/24	2%	23/24	31%	23/24	5%				

N.B. Schools with exclusion figures will receive an email with figure for 23/24 only.

#### Nursery Class Profile

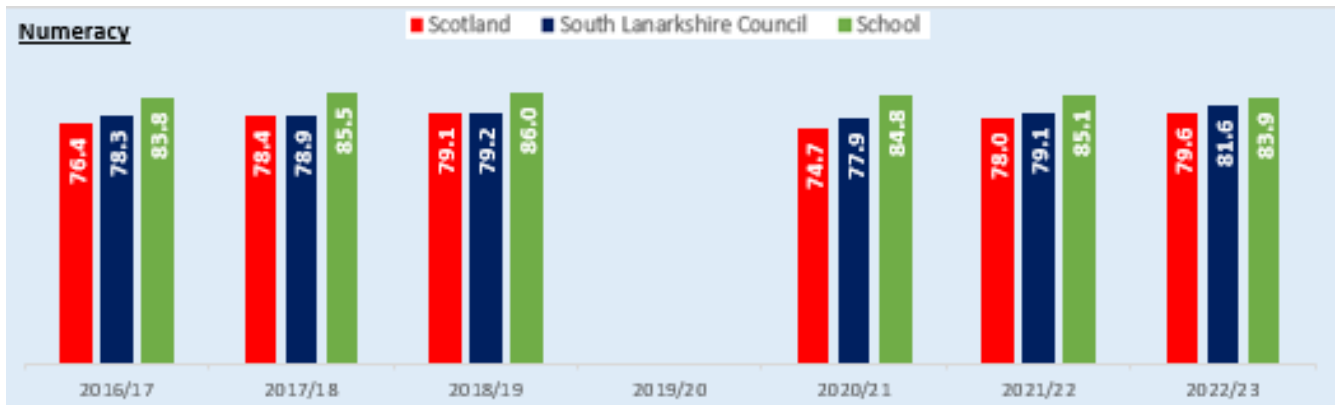
		1 EYD		1 TL		5 EYPs		1 EYSW		<b>Nursery roll</b> 40		 9+8 17		N4		17	
												 8+15 23		N5		22	
												Deferred		1			

## Performance Data - Achievement of Curriculum for Excellence Levels (2022/23)

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

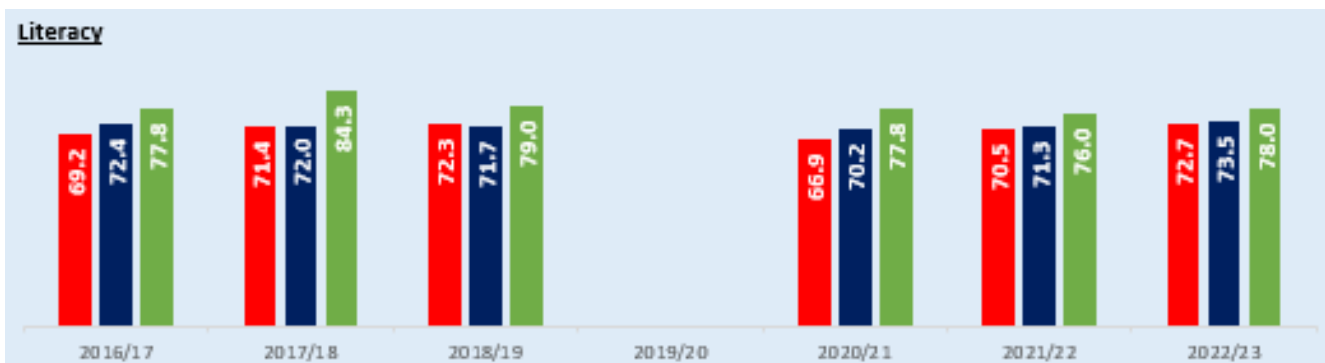
File path: [Data Portal](#) > Primary > Attainment Tools > SSR 1.0a.xls

### Performance Data - Excellence



In Numeracy, Kirktonholme Primary has consistently been performing above the national and local authority attainment levels. Over time, our attainment in numeracy remains at a consistent level.

Data for 23/24 indicates an increase to 86.7%

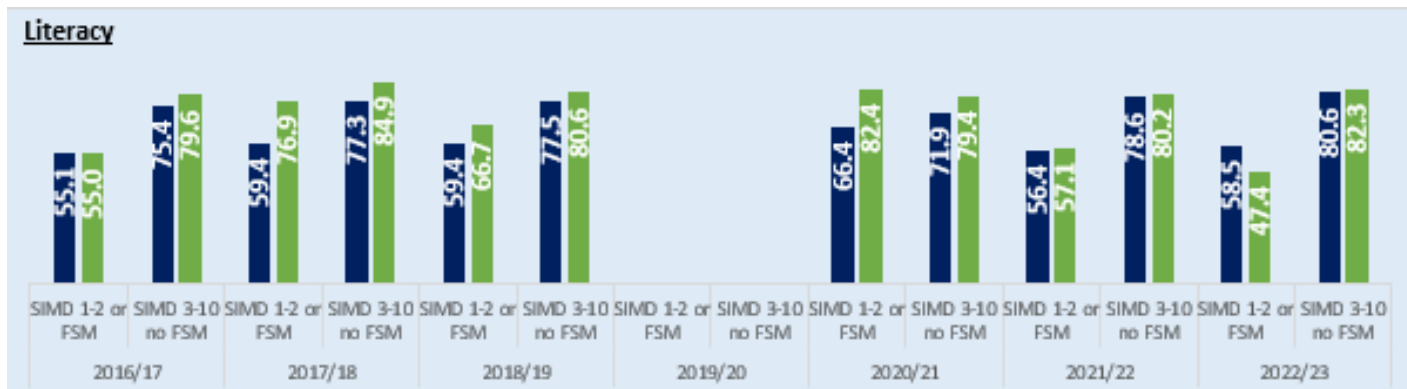
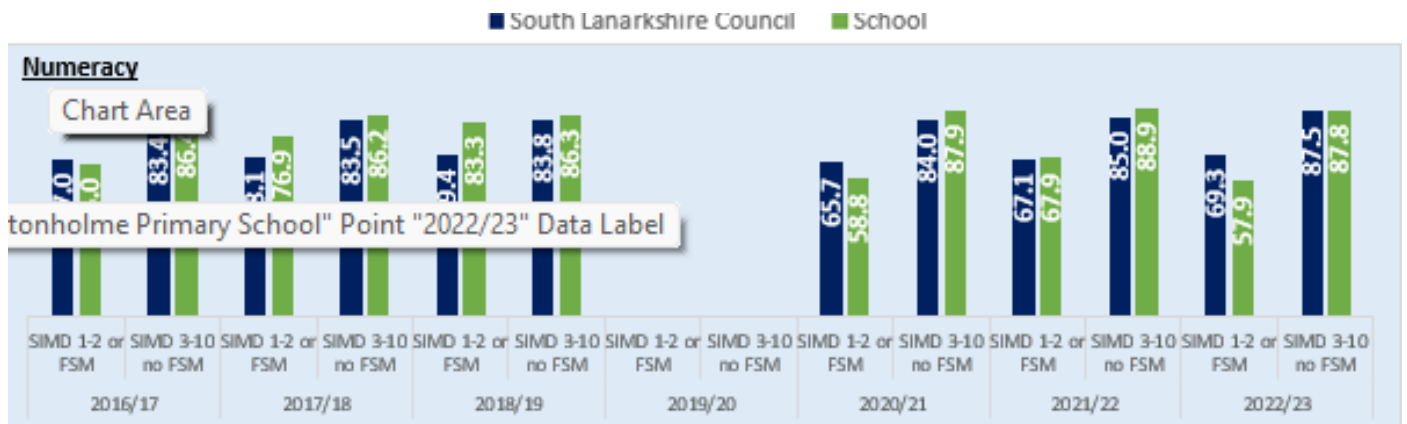


In Literacy, Kirktonholme Primary has consistently been performing above the national and local authority attainment levels. Over time, our attainment in literacy remains at a consistent level.

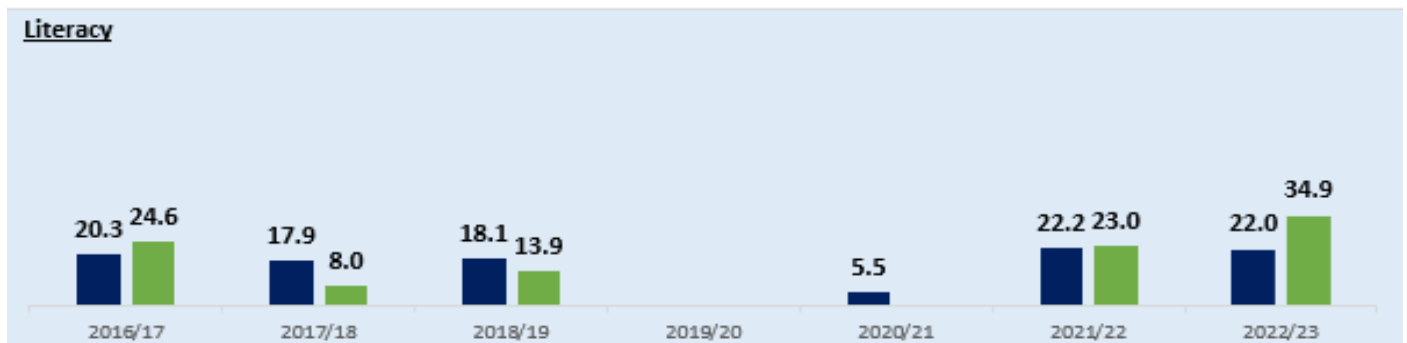
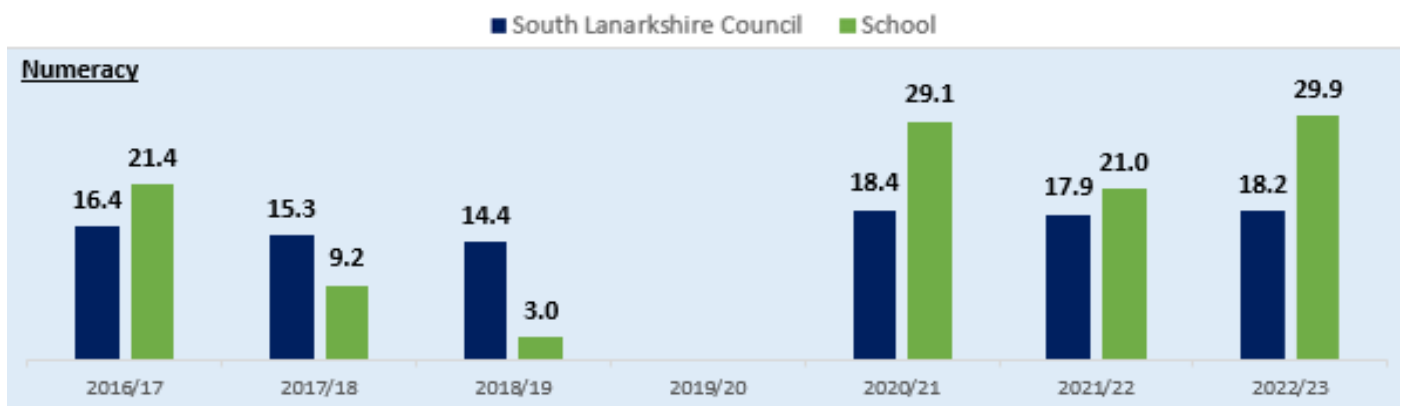
Data for 23/24 indicates a significant increase to 83.1%

## Performance Data - Equity (Local)

SIMD 1-2 or FSM and SIMD 3-10 no FSM attainment



Gap between attainment of SIMD1-2 or FSM and SIMD 3-10 no FSM



This data illustrates that whilst attainment for non-targeted learners continues to improve, the poverty related attainment gap widens in both numeracy and literacy and this is a focus for School Improvement in 24/25.

## Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

<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 leadership Parent/carer involvement and engagement</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>Support children and young people to develop their skills for learning, life and work</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> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity <b><u>HGIOELC QIs (select from drop down menus)</u></b> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity</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>NURTURE</b> <b>Launch of Relationships policy</b>  <b>Continue to develop attachment informed and nurture provision &amp; develop our emotional literacy.</b>  We have made very good progress in completing a 3 year Attachment Action Plan and there are some aspects of this newly developed practice which requires further development and reinforcement to ensure a positive impact on all learners' wellbeing. In June 24, 76% of our</p>	<p>1 By June 25 KPS will have achieved <b>Attachment Informed accreditation</b> with a focus on the pledges of See the Whole Person, Hear Our Voice, Respond with Compassion.  2 By December 24, all stakeholders will be aware of our new <b>Relationships policy</b> and by May 25 all stakeholders will have provided feedback on the effectiveness and impact. By June 25 a consistent Nurturing approach will be embedded and almost all learners will report that other children treat them fairly and with respect.</p>	<p>1</p> <ul style="list-style-type: none"> <li>❖ Pupil led Attachment HEART will be established and will plan, evaluate and gather evidence for our accreditation journey</li> <li>❖ Group to connect our practice and pledges to UNCRC</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>❖ Relationships Blueprint to be launched to all staff at INSET 1.</li> <li>❖ All staff to share Blueprint with parents at Meet the Teacher event and further roadshow for parents at Parents Evening in November.</li> <li>❖ Stakeholder evaluations and feedback to be gathered at Nurture showcase</li> <li>❖ Relationships policy to be endorsed and celebrated</li> </ul>	<p>SLC Attachment Accreditation Attachment Evaluation HGIOURs Theme 4 Our health &amp; wellbeing</p> <p>Stakeholder evaluations including</p> <ul style="list-style-type: none"> <li>• Pupil consultation group</li> <li>• Parent Council focus group</li> <li>• Pupil survey in May 25</li> </ul> <p>Attachment Ambassadors to audit attachment informed classroom practices</p> <p>Pupil Survey in May 25</p>	<p><i>Attachment Ambassadors S Souter, DHT S Little</i></p> <p><i>Attachment HEART group led by S Little</i></p>

<p>children reported other children treat them fairly and with respect. Analysis of our attachment audit informed us that nurturing approaches are continued to be required to meet the changing wellbeing needs of our learners. Our evidence shows that our Treehouse nurture provision has been greatly valued by all stakeholders and has supported attendance, however, the poverty related attainment gap has grown. The Boxall assessments of targeted learners has identified a continue need for this nurture provision.</p>	<p>3 By June 25 all staff will have engaged in further <b>training</b> and report an increase in skills and confidence in using an attachment informed approach.</p> <p><b>Self regulation materials</b> will have been developed and implemented and as a result will have a positive impact on learners wellbeing.</p> <p>4 By June 25 <b>parents</b> will have had the opportunity to engage in <b>workshops</b> to support their own attachment and wellbeing resulting in improved attendance for learners.</p>	<p>3</p> <ul style="list-style-type: none"> <li>❖ INSET session on Emotion Coaching training for all staff including ELC from SLC Psychological Services</li> <li>❖ Improvement Team (CATs 4&amp;5) Development of Beacon House Animal Survival Game (Brain development and self-regulation awareness and strategies)</li> <li>❖ Staff implementation during Nurture Week.</li> <li>❖ Additional ELC Nurture training</li> </ul> <p>4</p> <ul style="list-style-type: none"> <li>❖ Facilitate parent workshops on Attachment and Mental HWB, anxiety self care.</li> <li>❖ Continue Family Learning Sessions to promote attendance</li> <li>❖ Promote Learning Community parent workshops including Let's Connect and Family Hub</li> <li>❖ Build upon ELC's PEEP program– two blocks in ELC and one P1 block.</li> </ul>	<p>Class observations Training evaluation Nurture Showcase</p> <p>Parent attendance at workshops Pupil Attendance data Parent evaluation &amp; feedback</p>	<p><i>Improvement Team led by S Little</i></p> <p><i>PEEP lead, A McKendrick EYPractitioner</i></p>
<p style="text-align: center;"><b>Progress and Impact</b></p>			<p style="text-align: center;"><b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b></p>	



## Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Placing the human rights and needs of every child and young person at the centre of education <b><u>NIF Driver</u></b> Curriculum and assessment School and ELC improvement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Ensure inclusion, equity and equality are at the heart of what we do</b>  <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</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> 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum 3.3 Increasing creativity and employability <b><u>HGIOELC QIs (select from drop down menus)</u></b> 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum 3.3 Developing creativity and skills for life and learning</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>DIVERSITY</b> In our whole school curriculum consultation in 22/23, our learners told us that they wanted to recognise and celebrate different cultures and diversity more within our school and beyond. Our staff have recognised the need for refreshing our curriculum as we aspire to provide an inclusive, diverse and rights based curriculum.</p>	<p>1 By June 25 we will have developed our <b>curriculum offer</b> to be more inclusive and diverse, reflecting the culture and characteristics of all groups and individuals.</p>	<p>1</p> <ul style="list-style-type: none"> <li>❖ PT to lead Equalities based assemblies linked to UNCRC. Programme to include pupil led assemblies.</li> <li>❖ Establish two pupil led HEART groups celebrating Culture &amp; Rights</li> <li>❖ Rights based group to plan for rights based accreditation</li> <li>❖ Current curriculum offer to be evaluated through an equalities and diversity lens</li> <li>❖ HEART Culture group to host a Scots Culture showcase in January, celebrating our diversity,</li> <li>❖ Identify and purchase resources to reflect diversity, <b>including ELC</b></li> <li>❖ P6 to pilot BSL and raise awareness throughout school</li> <li>❖ P7-S1 Transition Project – see Learning Community plan</li> </ul>	<p>Pupil Survey in May 25</p> <p>HEART group plans and evaluations</p> <p>Rights based learning accreditation</p> <p>Curriculum evaluation</p> <p>Showcase feedback</p> <p>Resource audit</p> <p>Reading Schools Award</p>	<p>Rights L Miller PT</p> <p>Curriculum L Wright HT</p> <p>BSL leads LJohnston &amp; LMelvin P6teachers</p>

	<p>2 By June 25 all staff will have engaged in training for equalities and have greater understanding of an <b>antiracist and decolonised curriculum</b></p> <p>3 By June 25 a group of learners will have collaborated within our Family Group and share their understanding of our community profile and its needs based on our <b>equalities data</b></p>	<p>❖ <b>Trialing Being Me Walls</b></p> <p>2</p> <ul style="list-style-type: none"> <li>❖ All staff to engage in anti-racism awareness raising training and be familiar with SLC's framework for developing an anti-racist and decolonized curriculum. CAT6</li> <li>❖ All staff to complete Time for Inclusive Education (LearnOnline)</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>❖ P5 group to work with learners from family groups of St Marys, Lanark Primary to analyse equalities data. Family group to share profiles with each other and problem solve how can we make it better? Share findings with each school.</li> </ul>	<p>Training evaluations</p> <p>HGIOURs Theme 1 Our Relationships Family group evaluations</p>	<p>P5 class teachers</p>
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in skills and sustained, positive school-leaver destinations for all young people <b><u>NIF Driver</u></b> School and ELC improvement Curriculum and assessment</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>Support children and young people to develop their skills for learning, life and work</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> 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.3 Increasing creativity and employability <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.3 Learning teaching and assessment 1.2 Leadership of learning 3.3 Developing creativity and skills for life and learning</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>Inquiry based learning and develop imaginative spaces</b></p> <p>We have been using play at P1 and P2 and questioning to challenge our learners. We now need to extend this further across the stages and provide opportunities for all learners to lead their own learning and experience an inquiry-</p>	<p>1 By June 25 all staff will have a greater understanding of the need for <b>inquiry-based learning</b> and begin to incorporate this into classroom practice. Learner will experience an increased number of opportunities to lead their own learning through an inquiry-based approach.</p> <p>Learners will tell us they feel more consulted with regarding their learning and a greater number will tell us they enjoy learning and feel more challenged. Our observations will show us learners are more engaged.</p>	<p>1</p> <ul style="list-style-type: none"> <li>❖ IBL Staff training by SLC Development Officer (CAT)</li> <li>❖ Host a 'Curiosity Day' to encourage pupil led learning</li> <li>❖ Classrooms to be equipped with additional play/curiosity resources</li> <li>❖ Implementation of SLC Skills framework</li> <li>❖ Raise awareness of Global Goals and use this as a curious class project</li> <li>❖ Trial a curious class Global Goals project <b>including ELC</b></li> </ul> <p>2</p>	<p>Staff evaluations Pupil consultation Pupil survey in May 25 Classroom observations</p> <p>KOP conference</p> <p>Pupil consultation</p>	<p><i>LWright HT &amp; PT</i> <i>LFerguson</i></p> <p><i>P2 class teachers</i></p>

<p>based approach. This will provide opportunities for learners to take ownership of a skills-based approach. Currently our pupil survey tells us that 47.9% of our learners believe they are consulted about what they want to learn some of the time and only 40.2% enjoy learning some of the time.</p>	<p>2 By June 25 we will have created additional <b>learning spaces</b> to support inquiry led learning.</p> <p>3 By June 25 staff will apply our previous <b>effective questioning</b> work to support IBL learning and almost all staff will report a greater confidence in questioning.</p> <p>4 By June 25 a more robust schedule of <b>learner observations</b> at P1 and P2 will be established. Staff will show greater confidence in and incorporate learner observations as a valid means of evidence and inform professional judgments. (carried forward from SQIP 23/24)</p>	<ul style="list-style-type: none"> <li>❖ Create a P2 outdoor learning space</li> <li>❖ Seek views on how best to maximise the use of STEM area.</li> <li>❖ Develop former ICT suite into a flexible learning space to support inquiry-based learning</li> <li>❖ <a href="#">ELC will develop more curiosity sacks for family learning</a></li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>❖ Build upon and extend the use of ELC's 3 curious questions (I wonder why? What do you think? What if?) into P1 and beyond to support IBL</li> <li>❖ Seek Professional Learning opportunities for staff lacking in confidence.</li> <li>❖ Using the list of effective questions for the STEM challenge and other sources, produce a BLOOMS style questioning bank for staff.</li> <li>❖ Support team to be trained in questioning and observations at Early Level.</li> </ul> <p>4</p> <ul style="list-style-type: none"> <li>❖ Agree learner observation schedule</li> <li>❖ Update KPS Play Policy</li> <li>❖ Include SLC skills framework within learner observation records</li> <li>❖ Upskill learners with knowledge of skills</li> </ul>	<p>Teacher observations</p> <p>Family evaluations ELC Pupil Council consultation</p> <p>Staff training evaluations Class observations</p> <p>Observation records Moderation evidence Professional discussions</p>	<p><i>LFerguson GHenderson STEM VMiller, DHT</i></p> <p><i>ELC TL KMoran</i></p> <p><i>V Miller</i></p> <p><i>PT LFerguson</i></p>
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<p><b>Progress and Impact</b></p>	<p><b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b></p>
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Strategic Priority 4 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<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> School and ELC improvement Curriculum and assessment</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Support children and young people to develop their skills for learning, life and work</b>  <b>Improve Health and Wellbeing to enable children and families to flourish</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> Choose an item.  <b><u>HGIOELC QIs (select from drop down menus)</u></b> 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning 2.3 Learning teaching and assessment</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>Tracking and Target Setting at ELC</b> SLC has produced new tracking procedures and recording systems for ELCs. Our learners need to have a voice in which targets are agreed and a new tracking system must reflect this. Our families are a strength within our setting and they could be directed more on how best to support their child.</p>	<p>By June 25 ELC staff will effectively track learning and learners within the ELC  Sharing of tracking information will inform planning for effective transitions.</p>	<ul style="list-style-type: none"> <li>❖ SLC training on new tracking policy and procedures</li> <li>❖ Implement new tracking procedures 3 times a year</li> <li>❖ Incorporate tracking into existing Assessment programme</li> <li>❖ Agree format for and trial learner target setting</li> <li>❖ Explore ways and upon how to incorporate learner voice into the process</li> <li>❖ Share targets with families</li> <li>❖ How best to support my child Stay and Plays</li> <li>❖ Staff training in Seemis Progress &amp; Achievement</li> </ul>	<p>Staff training evaluations  Individual trackers  Staff, learner and family consultation  Seemis Progress &amp; Achievement levels</p>	<p><i>K Clow DHT</i></p>

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda

## PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<u>SLC Stretch Aims</u>  ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined Attendance						
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
<b>Digital Inclusion</b> Our pupil council consulted with our community and facilitated a vote to decide on the Participatory Budget. The chose to increase the amount of ICT hardware available in school. Most of our classrooms have declining projectors and a decrease in PCs and Chromebooks	£10000 PB spend	By October 2024, a further 4 classrooms will have a C Touch.  Learners will benefit from high quality learning and teaching as a result of an increased <b>digital provision</b> .	<ul style="list-style-type: none"> <li>❖ Purchase 4 C Touches</li> <li>❖ Liaise with Parent Council on supporting the digital provision (increase number of Chromebooks)</li> <li>❖ Staff training for IDL Literacy &amp; Numeracy</li> </ul>	Pupil survey Classroom observations Impact evaluated by Pupil Council		
<b>Closing the literacy gap</b> In 22/23 the literacy attainment gap	£12000	1 By October 24, all staff will have engaged in <b>PEF data analysis</b> , developing an understanding of it and created	1 <ul style="list-style-type: none"> <li>❖ Inset 2 Staff trained in Fact, Story, Action approach using PEF data</li> </ul>	Forward planning Tracking dialogues Targeted learner audit ACEL data		

<p>increased to 34.9. In part this is due to the increase in numbers of targeted learners and to the increase in attainment of non-targeted learners. All staff need to be aware of our data and action plan required to improve this. NELI intervention has been successful in P1 and P2 so we will roll this out to include a whole class approach</p>		<p>an action plan to close the gap within their class setting.</p> <p>By June 25, the poverty related literacy gap will have decreased by 10%</p> <p>2 By Feb 2025, staff will have implemented <b>NELI whole class approach</b> and improve listening and talking at P1 stage.</p> <p>3 Continue on our journey to promote <b>reading for pleasure</b> and achieve Silver Award status for <b>Reading Schools</b> by June 25.</p>	<ul style="list-style-type: none"> <li>❖ Staff Interventions CAT (S Souter)</li> <li>❖ Implement interventions within the class setting</li> <li>❖ Tracking dialogues to focus on PEF interventions</li> <li>❖ Identify and share good practice</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>❖ Implement whole class approach for NELI</li> <li>❖ Staff training</li> <li>❖ Resourcing approach</li> <li>❖ Evaluation of programme</li> <li>❖ Continue to embed ELC vocabulary programme</li> <li>❖ Analyse NELI assessment data from P1 to identify the long term gains from ELC</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>❖ Inset 2 literacy training for staff &amp; revisiting the importance of reading for pleasure</li> <li>❖ Meet requirements of Reading School audit and action plan</li> <li>❖ Class libraries to be refreshed</li> <li>❖ Engage learners to read by using Oxford Online</li> <li>❖ Reinstate Reading Buddies</li> <li>❖ Purchase a greater diversity of reading texts to engage learners</li> </ul>	<p>Teacher evaluations Learner observations Tracking &amp; ACEL data Pupil focus group</p> <p>Reading Schools audit and accreditation Pupil consultation by Reading HEART group Staff evaluations of new reading scheme ACEL data</p>		
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			❖ Purchase new, relevant and engaging reading scheme			
<p><b>Closing the numeracy gap</b></p> <p>In 22/23 the numeracy attainment gap increased to 29.9. In part this is due to the increase in numbers of targeted learners and to the increase in attainment of non-targeted learners.</p>	£3000	<p>1 By October 24, all staff will have engaged in <b>PEF data analysis</b>, developing an understanding of it and created an action plan to close the gap within their class setting.</p> <p>By June 25, the poverty related literacy gap will have decreased by 10%</p> <p>2 By Oct 24 data will have been scrutinised and a <b>maths recovery</b> group identified. By April 25 the attainment of this group will improve.</p> <p>By April 25 a targeted group of parents report a positive impact on their ability to support their child with maths and numeracy.</p> <p>3 By May 25 staff will have participated in PEF specific</p>	<ul style="list-style-type: none"> <li>❖ Inset 2 Staff trained in Fact, Story, Action approach using PEF data</li> <li>❖ Purchase IDL Numeracy</li> <li>❖ Staff training on IDL Numeracy</li> <li>❖ Explore and adopt good practice in other establishments</li> <li>❖ Purchase and use Multiplication books at P4 and P5</li> <li>❖ Supported study once a week to be offered to targeted learners. This will have a numeracy focus</li> <li>❖ Establish P7 Maths champions to support targeted learners with using Numicon homework bags</li> </ul> <ul style="list-style-type: none"> <li>❖ DHT to deliver Maths recovery for identified learners</li> <li>❖ Multiply family workshop (led by Equity Lead)</li> </ul> <ul style="list-style-type: none"> <li>❖ KPS Maths moderation to be led by V Miller</li> </ul>	<p>Forward planning</p> <p>Tracking dialogues</p> <p>Targeted learner audit</p> <p>ACEL data</p> <p>Training evaluations</p> <p>Pupil feedback</p> <p>Progress jotters</p> <p>SNSA data &amp; analysis</p> <p>ACEL data &amp; analysis</p> <p>MALT data &amp; analysis</p> <p>Parent evaluations</p> <p>ACEL data</p>		



		maths moderation and created a PEF specific action plan to close the maths gap.	❖ Maths moderation to be undertaken by LC team	Body of evidence for moderation LC findings		
<b>Nurture</b> Evaluations of our Treehouse provision has shown a positive impact upon our learners and their families. This provision and our nurturing approach will be continued this session.	£32000 £28364 0.4FTE (and possible pay increase) Boxall assessments Resources	By June 25 learners will benefit from a <b>nurture provision</b> and they will report they feel more regulated and can sustain longer periods of time within the class setting. By May 25, Boxall assessments will show an improvement for all learners attending the Treehouse provision.	<ul style="list-style-type: none"> <li>❖ Continue to develop, refine and improve nurture provision.</li> <li>❖ Retain 0.4 PEF teacher.</li> <li>❖ Identify any additional learners, through Boxall assessments, to benefit from the Treehouse</li> <li>❖ Use Boxall learning pathway to create targets for pupils attending Nurture.</li> </ul>	Nurture evaluations by S Little (including pupils) Boxall assessments		
<b>Play – developing spaces</b> Our play pedagogy approach had been successful in meeting the needs of our learners. We now want to provide outdoor and flexible spaces to develop their pupil led play and curiosity.	£3000	By October 25 P2 learners will extend their learning using an outdoor play area. By May 25 P4-P7 learners will utilise flexible learning spaces to develop their independence in inquiry-based learning.	<ul style="list-style-type: none"> <li>❖ Create a P2 outdoor play space</li> <li>❖ Resource the play space</li> <li>❖ Consult with and change the ICT suite into a flexible learning space</li> <li>❖ Resource spaces</li> </ul>	Teacher observations Pupil consultation Pupil survey in May 25		
<b>Participation</b> We have facilitated high participation levels for our targeted learners and will continue to provide these experiences for them.	£3000	By June 25 all targeted learners will have participated in a club including a dance club, residential trip (P7), swimming (P5), sports competitions (P6&P7)	PEF funding to cover the cost for targeted learners for <ul style="list-style-type: none"> <li>🚩 P7 residential trip to Millport</li> <li>🚩 P7 leavers hoodie</li> <li>🚩 P2-P7 KPS Dance Academy</li> <li>🚩 P5 Swimming</li> <li>🚩 Active Schools competitions</li> </ul>	Pupil survey Targeted learner participation tracking		
<b>Attendance</b> Equity Lead engaged in West Partnership	£200	By Nov 25 our Attendance Policy will be launched to our community and a consistent	❖ Supportive Attendance meetings in Sept 24 for identified families and	Weekly and monthly attendance tracking Action plans		

<p>CAR project and as a result family factors were identified as the main barrier to attendance at school. FVWL audit identified the need for clear policies, procedures &amp; interventions. 10 out of 17 targeted learners' attendance improved last session</p>		<p>approach will be implemented to improve attendance.</p> <p>By June 25 levels of attendance will improve for all targeted families.</p> <p>By June 25 all new P1 families will have engaged in opportunities to build attachments to each other and our school.</p>	<p>create personalized action plans</p> <ul style="list-style-type: none"> <li>❖ Push and pull factors to be identified with all learners below 90%</li> <li>❖ Fun Family Workshops for targeted learners to promote positive attendance</li> <li>❖ Provide coffee and blether opportunities to support transition programme and build relationships between families</li> </ul>	<p>FVWL toolkit &amp; evaluation Family feedback</p>		
<p><b>Family support</b> Through analysis of our Equity self evaluation, it was agreed to arrange a direct contact for families to support any Cost of School Day issues that may arise</p>	<p>£500</p>	<p>By Oct 25 all targeted families will have a direct contact person to support them with any Cost of the School Day issues. By June 25 parents will report that there has been a positive impact for their child and families and have a greater sense of attachment to the school community</p>	<ul style="list-style-type: none"> <li>❖ Welcome phone calls in Aug/Sept (K Jamieson, Support Team Leader)</li> <li>❖ Pupil consultations (L Ferguson, Equity Lead)</li> <li>❖ Phone calls in November re Xmas needs and in May re summer &amp; uniform needs</li> <li>❖ Families consulted with and endorse Cost of the School Day policy.</li> <li>❖ Equity Lead to share COSD with Parent Council and school community</li> </ul>	<p>Tracking of support provided Community feedback on COSD Pupil feedback Family consultation</p>		
	<p>TOTAL SPEND (incl carry forward) £63700</p>					
<p><b>Progress and Impact</b></p>			<p><b>Next Step(s) and rationale to inform PEF spend session 2025/2026.</b></p>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to build upon Pupil Leadership <ul style="list-style-type: none"> <li>➤ HEART groups</li> <li>➤ P7 pupil led skills groups</li> </ul>	Pupil feedback, including pupil survey	May 25
STEM <ul style="list-style-type: none"> <li>➤ Scrutinise STEM Challenge planners and match or adapt to most appropriate year groups.</li> <li>➤ Finalise a catalogue of resources.</li> </ul>	V Miller DHT	October 24
Implement & evaluate use of reading criteria	Literacy Lead C Scott, staff, pupils	Interim check November 24 May 25
Maintain/Refine Learning for Sustainability programme – changeover from one day of cc to one block	Teaching staff – consultation	Feb 25
Adapt to SLC tracking of data programme	Teaching staff – consultation	WTA consultation in May 25
Build on play pedagogy by developing play at P4	P4 staff with support of L Ferguson	Interim check November 24 May 25
Continue to embed writing moderation practices across Learning Community	Teaching staff, learners	CAT update Sept 24 Inset moderation Feb 25

**Learning is the HEART of Kirktonholme**



Happiness Excellence Achievement Respect Teamwork