

Strategic Improvement Priorities over 3-year cycle

Timescale:2023-2026

Strategic Priority	Year 1 2023/24	Year 2 2024/25	Year 3 2025/26
1.	Raise attainment in literacy and numeracy through improved learning, teaching and assessment focussing on data and assessment.	Continue to raise attainment in literacy and numeracy through improved learning, teaching and assessment through involvement with IOS programme.	
2.	Introduce a progressive music curriculum across all stages.	Continue to implement SLC Play Pedagogy to improve learner engagement across all stages, focussing on Inquiry Based approach.	
3.	Begin to create a consistent progressive approach to skills development across all schools in Biggar Learning Community to increase creativity and employability.	Equalities: Building Racial Literacy within Biggar Learning Community with links to UNCRC Attachment Pledge	
4.	Further develop links with families, other agencies and wider community to improve experiences for all learners.		

Context of school

Leadhills Primary is a non-denominational school, with a current pupil roll of 20 pupils, which serves the rural community of Leadhills, set in the Lowther Hills. It is the second highest village in Scotland, with 40% of pupils being placing requests from Wanlockhead (Dumfries and Galloway) and other localities. 60% of our present pupil roll come from Leadhills. Our school consists of 2 multi-composite classes, P1-4, and P5-7, taught within 2 spacious classrooms, with a library, open area and assembly/gym hall accessible for all. The school has a Multi-use Games Area which is accessed by the school and wider community. Our school has long

established partnership links with various community groups within Leadhills and Wanlockhead, which support our learning journey, as well as sustainability and wider activities.

The school is part of Biggar Learning Community. The Learning Community has very strong and positive working relationships, recently focussing on moderation cycle, with a focus on Learning and Teaching. Principal Teacher's within the Learning Community have also worked collaboratively to produce a Mental Health and Wellbeing Policy for the Learning Community and will focus on Young Leaders of Learning, linked to SLC Skills Framework for session 2023-24.

At Leadhills Primary School 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, 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 that all pupils are supported in their learning through our nurturing ethos, attachment informed practice and inclusion practices. Recent development of STEM based practice has provided opportunities for all pupils to progress their skills-based learning through creative and enquiry-based activities. This will be developed further to ensure a progressive skills-based curriculum design. Staff CLPL has had a positive impact on the emergence of STEM activities both within our own environment as well as across our Learning community and South Lanarkshire, through being a STEM Leader.

The vision for Leadhills Primary is a community of learning where everyone is valued, nurtured, and inspired to flourish and succeed. We have a shared set of values: Respect, Kindness, Happiness, Responsible, Inclusive, Caring and Fun, which agreed in collaboration with all stakeholders, and strive to live our vision of “Putting learners, and learning, at the heart of our communities”.

In May 2023 our school was delighted to be awarded Reading School status, adding to our earlier Sport Scotland Silver Award and first Eco-Flag, in recognition of our whole school commitment to improving reading opportunities across the whole school and community, as well as a whole school commitment to the promotion of health and wellbeing for all.

Our partnership/engagement with local community groups, wider community and parents have continued to evolve with pupils and staff working together with community to enhance learning, utilising a wealth of local knowledge and enthusiasm.

Pupils and staff have:

- Continued to work collaboratively with Active Travel on progressing a Safer Route to School
- Engaged with Museum of Lead Mining to support learning and giving feedback on creating educational literature for future use.
- Engaged with Leadhills Miner’s Library to research and create artwork based on points of interest within the village, which will be used to create the annual library calendar for 2024.
- Worked collaboratively with Leadhills Community Council to secure native trees for planting in the local woodland, as part of our Eco plan.
- Secured £5000 of funding from SLC Climate Emergency Fund to support Cost of the School Day. Money has allowed for the purchase of a community sharing shed, shelving, and various seeds to provide sustainable produce for anyone within the community. Other monies have allowed for the purchase of refurbished bicycles from Halfords to be gifted to pupils who currently

don't have access to a bike, and with the support of Healthy Valleys bikes will be maintained within the local community and can be recycled in the future.

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

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</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> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. 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>Data gathered from Moderation activities and teacher professional judgement conversations, highlighted that Learning, Teaching and Assessment pedagogy (Q.I.2.3 HGIOS 4) needs to have a consistent approach across all stages.</p>	<p>All teaching staff will have a clear understanding of learning, teaching and assessment.</p> <p>Consistent approaches to teaching of literacy will take place across all stages, with a focus on Learning Intentions, Success Criteria and Effective Feedback.</p> <p>Through CLPL and moderation activities with cluster schools, staff will develop strategies to support learners in identifying and co-creating success criteria in literacy and using feedback effectively to progress their learning. (Q.I 1:2 Leadership of learning)</p>	<p>Teaching staff will continue to upskill their knowledge of Learning, teaching and assessment, through participation in 4 CAT sessions. Staff will review their knowledge and understanding of learning, teaching and assessment cycle, and their understanding of ongoing, periodic, standardised, and holistic assessments, ensuring that our assessment calendar and procedures are robust and incorporating a range of assessment throughout, to support learner progress.</p> <p>Pupils and staff will participate in Young Leaders of Learning Programme to deepen their understanding of learning, teaching and assessment within their own establishment and across cluster schools.</p>	<p>Staff feedback May 2023, November 2023, February 2024, May 2024 gauging improved knowledge and understanding of what good quality learning and teaching is.</p> <p>HT monitoring through learning walks September 2023,</p> <p>Focus group/learner conversations with HT in February and May 2024 will show improvement in learners being able to talk confidently about their progress in literacy through improved effective feedback.</p> <p>Fact/Story Action discussions with staff will show increased confidence in teacher professional judgement. (Nov'23, Jan'24 & May'24)</p>	<p>HT CT</p> <p>HT</p> <p>HT CT</p> <p>HT CT</p>

		<p>Staff will participate in 3 moderation activities with cluster schools using WP Learning, Teaching and Assessment toolkit to improve Learning and Teaching. (September '23, November'23, February'24)</p> <p>Through participation in Collegiate Activity Time sessions staff will evaluate what a good lesson looks like in literacy using LPS L, T & A mat, current guidance and HGIOS 4 Q.I.2.3, with a focus on effective feedback. Staff will evaluate current practice in using effective feedback, explore pedagogy and create guidance to inform practice within Leadhills PS, L, T&A policy.</p>	<p>Curriculum Planning meetings in January'24 and May'24, will show increased knowledge and confidence of learner progress through improved tracking and monitoring processes. (Tracking of benchmarks and ongoing assessment data)</p> <p>Feedback from pupils in October '23 and March '24, to assess impact on their understanding of L, T&A and the skills that they use daily to support it.</p> <p>Reviewed and updated LPS Learning, Teaching and Assessment guidance for staff May 2024.</p>	
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Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
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<p>Staff engaged with moderation trios during 2023/24 with staff from 2 other establishments. Staff enhanced their knowledge of the planning cycle through writing, discussing criteria, benchmarks being assessed. Staff's understanding of the learning, teaching and assessment cycle was based on West Partnership Learning, Teaching and Assessment Audit. In June 2023 staff baseline audit showed that there was a need to enhance understanding of the process, especially with feedback given to pupils being an area for improvement. Throughout the session staff undertook collaborative CLPL with other staff from cluster schools, in school discussions as to what feedback should look like within Leadhills PS. Through jotter monitoring and observations in writing predominantly, pupil engagement in learning also improved, with clear indications being made on a more regular basis that most pupils were acting upon verbal and/or written feedback to improve their learning. Staff engaged in CLPL from West Partnership on Learning, Teaching and Assessment, with clear message that assessment should be planned at the initial stage of planning any learning. Staff feedback from these sessions indicated almost all wanted to look at high quality assessment for session 2024/25, and how this could be planned, implemented and assessed using the WP Moderation, Learning and Assessment cycle. Leadhills PS assessment calendar has also been updated in line with 4 areas of assessment, in collaboration with teaching staff.</p> <p>Class observations, pupil discussions and staff feedback show Learning Intentions and Success Criteria are shared on a regular basis with all learners, with most learners being able to articulate their learning verbally.</p> <p>Staff engagement in Talk for Writing CLPL has improved most staff confidence in delivery, as well as learner experiences. Clear planning overviews have been established giving a clear outline of outcomes being planned for learners. This will be</p>	<ul style="list-style-type: none"> • Continue to review Leadhills PS Assessment calendar ensuring data is timely and improving outcomes for learners. • Engage more fully in Fact Story Action and relative paperwork to further enhance teacher capacity of using and interpreting data at a class and whole school level. • Improve learning teaching assessment pedagogy through SLC CLPL and engagement with IOS program. • Continue to improve pupil engagement through implementation of Inquiry Based Learning approach. Track through Leuvens Scale and Glasgow Wellbeing Toolkit.
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fully implemented 2024/25. This has seen an improvement in writing in almost all learners in P1-7. Next session staff will continue to deliver Talk for Writing approach for all P2-7 pupils, tracking improvement using data at class level, especially in grammar and punctuation.

Head Teacher CLPL on use of data, tracking and monitoring processes throughout session 2023/24 has also enhanced their understanding of the need for data and how it should be used to improve and enhance pupils learning/next steps. In school discussions with staff have led to an improved understanding of class data, and how it is used to inform next steps and improve pupil learning. This has led to improved, and more in depth, teacher judgement discussions and interventions with some staff. 2024/25 will focus on continued CLPL for staff on using Fact/Story/Action paperwork as well as through participation in WP Improving Our School programme. Trio moderation with other staff will focus on high quality assessment.

Pupil engagement with their learning was tracked by staff. P1-4 implemented SLC Being Me in SLC Play Pedagogy, with Teach, Target, Play being a focus. Pupils were involved in the implementation of Research, Creative and Stem/Construction areas being established within the classroom, and P5-7 pupils began to implement a Discovery zone. Classroom observations and staff feedback have shown an improvement in the quality of pupil discussions about their learning, with Leuven Scale data showing 57% improvement in P1-4 learner engagement. This was predominantly improvement in independent learning and improved focus. Due to staff absence in P5-7 this has not seen as marked improvement and will continue to be a focus next session. 20% of P5-7 learners (2 pupils) have seen an improvement in engagement using technology to assist completion of literacy tasks. This will continue to be tracked and enhanced through the implementation of Inquiry Based Learning approach across P2-7, in session 2024/25 to meet the needs of all learners. Staff have engaged with CLPL from other establishments as well as support from SLC CQIS to support this pedagogy to be introduced.

Spelling data across P1-7 for 2023/24 is mixed. 18% of P2-7 pupils are + 1yr of their Chronological Age, 35% 0-1yr above their CA, 29% are 0-1yr below their CA, 18% are 1 yr + below their CA. Initial spelling data in May 2024 showed that all learners were significantly below their CA, however with a 5-week short sprint intervention approach data has shown that all P5-7 learners have made improvement in their spelling. Spelling will be taught next session with clear tracking at class level being undertaken to ensure progress and intervention where necessary.

- Ensure spelling is taught, and tracked at class and whole school level by class teacher/s and HT.

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

<u>NIF Priority (select from drop down menus)</u> Choose an item. NIF Driver Curriculum and assessment Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Choose an item. Choose an item.	<u>SLC Stretch Aims</u> Choose an item. Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
To provide learners with high quality learning, through a progressive expressive arts curriculum, with a focus on the learning, teaching and assessment of music.	We aim to deliver high quality learning and teaching in music through: <ul style="list-style-type: none"> Ensuring practice is led by clear, shared understanding across the whole school. Creating learning experiences which are based on a progressive and coherent expressive arts program. 	P1-7 staff will engage in CLPL to support, and deepen their understanding of Music, to enable the implementation of a coherent and progressive music curriculum. P1-7 staff will create an environment which supports and nurtures the learning and teaching of music. Through participation in CAT sessions, staff will create progressive music planners and guidance, which support learning, teaching and assessment of music.	Baseline audit of staff confidence in teaching a progressive music curriculum. Staff confidence measured October 2023 and March 2024 to assess progress. HT Learning Walks November 23 and February 24 to see progress in learning, teaching and assessment of music. Staff and pupil feedback as to progress. Following an audit of current planning and guidance, staff will create progressive music planners and guidance, which will support the learning, teaching and assessment of music across P1-7 in Leadhills Primary.	CT HT Pupils CT HT HT CT Pupils HT
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
Music: Staff confidence in teaching music has improved. All teaching staff have increased their confidence in teaching music. Some staff are becoming more confident in using instruments to support learning with this being a focus for 2024/25.			<ul style="list-style-type: none"> Continue to implement a progressive curriculum in all subjects using SLC Pathways and Progression planners to track coverage. 	

Class observations and whole school performances have shown an improvement in musicality for almost all learners in P1-7, with most pupils in P1-4 being able to use language of pitch, tone, scale etc correctly.

All staff are using planners created to support a progressive music curriculum with experiences and outcomes being tracked consistently by all staff. All staff are applying WP Learning, Teaching and Assessment knowledge to plan coherent music lessons across all stages. Comparison of baseline and end of session data from all teaching staff has shown an increase in confidence in planning, teaching and assessing music.

Reading:

Throughout 2023/24 our young people have continued to lead improvement across the whole school through their involvement with Reading Committee, Eco Committee, Health committee, with all pupils being Young Leaders of Learning. Our reading committee presented their ideas to our Parent Council, expressing their wishes to convert the outdoor shelter into an inviting space where pupils can 'chill' and read if they wished. This has been undertaken and the shed converted with support from staff and parents. Pupils were delighted to receive outdoor furniture from We Design Libraries to complete their new reading den. Trunkii's will be used to allow books to be transported easily outside, whilst keeping them safe from the elements. The commitment and drive to ensure, and promote, a positive reading culture within Leadhills Primary, by all stakeholders has positively impacted our reading data. June 2023 NGRT Reading Assessments show that 24% of pupils had a reading age of 2 years + of their Chronological Age, 29% 1 year + and 8% within a year of their CA. In June 2024 data showed that this had increased in all areas to 35% 2yrs +, 41% 1yr + and 24% within 0-11 months of their CA. Our positive reading ethos and evolving culture is having a definite positive impact on reading attainment. In session 2024/25 we will continue to work towards achieving our Reading Silver Award, continuing to promote reading, with our Reading Leaders continuing to have a say in how reading will be promoted across all stages. Staff will continue to be positive role models, encouraging a positive reading ethos and exposing pupils to various genre, celebrating neurodiverse and authors from different racial cultures.

- Continue to maintain and promote a positive reading culture within Leadhills PS achieving Reading Silver Award in 2024/25.
- Audit literacy genre in school library, core reading genre and class libraries to ensure that it supports equalities, ensuring a positive racial literacy culture and supporting neurodiversity.

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

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment 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 Improve Health and Wellbeing to enable children and families to flourish</p>	<p><u>SLC Stretch Aims</u> Choose an item. Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>The need for a consistent and progressive approach to skills development throughout the LC has been identified and the new SLC Framework can be used for this. It has been acknowledged that children should develop agency to recognise their strengths and areas for development in relation to skills by referring to the Framework. This will allow them to discuss</p>	<ul style="list-style-type: none"> Develop a shared understanding and language around the development of skills by using the SLC Framework as a scaffold. All stakeholders will gain a better understanding of skills development: Staff to develop their understanding of the framework refer to this during all lessons. Children will use the language in the framework to discuss themselves and set personal targets. Parents will have an increased awareness of the framework and how it is being used in school. 	<ul style="list-style-type: none"> August In-service: all school staff meet for an introduction to the framework followed by a workshop to discuss how this could be implemented in their context (e.g., skill of the month, one capacity per term, learning wall, characters developed for each skill) Schools to complete their action plan and work on this from August to February February In-service – schools to reconvene and present information on their action plan and the impact it has had within their establishment. 	<ul style="list-style-type: none"> Staff: jamboard to allow sharing of current practice (school specific) (August 2023) Staff: LC google form to gather info on understanding of skills development and levels of confidence with this. Both to be completed in August and then repeated in February so impact can be measured. Pupils: GMWP from children (current results from term 4 2023 will be compared with results from February 2024) Pupils: Conversations with learners in August and again in February Parents: Consultation in February to gauge awareness/understanding. 	<p>Biggar Learning Community HT's</p> <p>Class teacher's</p> <p>Support Staff</p> <p>Biggar LC PT's</p>

<p>themselves as learners, set relevant targets, consider how to transfer skills into new learning experiences and prepare them for the world of work.</p>				
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	
<p>All staff within Biggar Learning community engaged with improving their understanding of SLC Skills Framework throughout 2023/24. Staff undertook CLPL from SLC CQIS as well as from colleagues within Biggar Learning community. All staff understanding of the language of skills has increased through their participation in various CLPL, with all staff collaborating to next steps, and where Leadhills PS Skills journey will extend during 2024/25.</p> <p>Pupils understanding of the language of skills, and skills they are using daily to enhance their learning has improved with almost all pupils reporting that they had an improved awareness and understanding of the language of skills, as well as being able to relate and identify skills used within different learning situations. For example, pupils participated in 6 weeks of Forest School type activities where they encountered various skills, enhancing their understanding.</p> <p>Using skills within our own community we relaunched Skills with pupils and staff, through story, looking at problems encountered within a story and skills that were used to solve problems. Through using our local context and skillset pupils produced a skills mascot, Skills Bill, and began to verbalise their understanding of skills on a more regular basis, within different settings. Observations showed that staff were verbalising the language of skills on a more regular basis, with pupils beginning to comment on skills they had used through their learning journals. P5-7 participated in pilot of skills trackers and feedback showed that they preferred the visual wheel, however they felt the language needed to be simpler to support all primary pupils understanding of the language. This is something that will be continued in 2024/25 with pupils tracking skills being covered and using the language more through their learning journals.</p> <p>Skills Bill will continue to be used by all pupils, with pupils being encouraged to add feathers commenting on skills others have used/demonstrated</p>			<ul style="list-style-type: none"> • Track skills being used by pupils more frequently and recorded in their learning journals • Through pupil voice celebrate skills through continued use of Skills Bill, mascot • Continue to link skills to NIF and DYW. • Continue to improve staff and pupil understanding of 4 capacities and skills associated with each. 	

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

<p style="text-align: center;">SLC Stretch Aims</p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day</p>						
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
Robust analysis of attendance data identified a group of pupils throughout the school who are not achieving their expected positive attendance on a regular basis (25%). These pupils will be targeted, along with parents, using strategies from the Attendance toolkit.	<p>Transport costs to support all pupils accessing wider curricular opportunities.</p> <p>Increasing after school club opportunities for all pupils to support improved attendance.</p>	<p>By June 2024, at least 20% of identified pupils will be attending school regularly within the appropriate percentage range, with 40% showing improved attendance.</p> <p>Glasgow Wellbeing data will show that 20% of identified pupils will show improved liking of school.</p>	<p>Staff to engage in CLPL sessions to improve their understanding and use of SLC Attendance Toolkit, to support improved attendance.</p> <p>Staff to revisit SLC Attendance Policy and Guidance with parents and pupils, to ensure a deeper understanding of the importance of regular attendance at school.</p> <p>Through implementation of attachment guidance staff will support positive attendance in school.</p> <p>Staff will use a proportion of PEF money to engage pupils in accessing after and extra school activities to support improved engagement and attendance in school.</p>	<p>SLC Attendance Toolkit audit (all staff) data will provide next steps to improve engagement with school.</p> <p>Analysis of Glasgow Wellbeing Toolkit data Sept 23 & March 24 to measure pupil engagement with school.</p> <p>Monitoring of monthly attendance figures for all pupils. (All staff)</p> <p>Parent survey re attendance (HT) September 2023 and March 2024.</p>		
Equity for all to participate in	Transport costs to support all pupils	60% of pupils will have increased opportunity to attend	Cover transport costs to provide access to extracurricular and wider school activities.	Tracking and monitoring data of pupils attending extracurricular activities,		

<p>extracurricular activities such as Bikability. Data gathered identified 37% of pupils were not able to participate in wider school activities such as Bikability due to having no access to a bike. A combination of PEF spends and SLC Climate Emergency Funding will remove the barrier to experience Bikability session for all pupils. Data also identified that 68% of pupils did not experience out of school activities.</p>	<p>accessing wider curricular opportunities.</p> <p>Increasing after school club opportunities for all pupils to support improved attendance.</p> <p>Purchase of a secure shed to house bikes - £2,500</p> <p>Purchase of 2 adult (£440) bikes to allow staff to run bikability sessions.</p> <p>Active School Coordinator – Coaches for After School activities.</p>	<p>extracurricular activities throughout session 2023/24</p> <p>By June 2024 ALL pupils will have attended at least 1 after school opportunity.</p> <p>All pupils will have participated in bikability at their appropriate level, with measures taken to ensure equity for all.</p>	<p>Ensure provision of a range of after school and extracurricular activities for all pupils to access.</p> <p>Staff to engage with CLPL opportunities to improve accessibility with Bikability programme for all pupils.</p> <p>Staff to ensure that all pupils have access to a suitable bike so they can participate in bikability sessions.</p> <p>Staff, pupils, and wider community to engage with Active Travel and Healthy Valleys to support and promote the positive wellbeing benefits of cycling.</p>	<p>including after school and lunchtime clubs. (termly)</p> <p>Feedback from pupils and parents as to wider school activities. – (termly)</p>		
	<p>TOTAL SPEND (incl carry forward) £</p>				<p>10,927</p>	<p>10,927</p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform PEF spend session 2024/2025.</p>			
<p>Equity: Monies have allowed for the purchase of refurbished bicycles from Halfords to be gifted to pupils who currently don't have access to a bike, and with the support of Healthy Valleys bikes will be maintained within the local community and can be recycled in the future. This has continued to support our Cost of the School Day policy, ensuring equity for all. To support and ensure equity for an ASN pupil we sourced a suitable bike for a child to allow them to fully participate in Bikability sessions, building their bike confidence and control. In June 2024, the pupil did not need the trike and was able to further enhance</p>			<ul style="list-style-type: none"> Continued use of PEF monies to support learners experiencing the wider world and extra-curricular opportunities to pay for transport costs. Engage with online assessments for all learners to remove barriers to learning. Enhance HWB and pupil engagement through increased Outdoor Learning opportunities. Staff CLPL in Forest School training to support improvement. 			

their bike confidence and agility using a 2 wheeled bike. This supported pupil engagement and equity.

In May/June 2023, all staff worked collaboratively to source children's bikes from local communities via friends, family and social media. We sourced 12 bikes altogether from the community. These were stored safely in one of our school sheds until maintenance checks had been carried out. In August 2023, we linked with Healthy Valleys to visit our school to carry out maintenance checks on all the bikes we had sourced alongside carrying out maintenance checks on community bikes that were owned by some of our children. This enabled us to ensure we were being compliant with health and safety regulations and bikes were safe for children to use.

In September 2023, Health Valleys loaned a trike to make Bikability equitable. This enabled us to include all our learners, including those with additional support needs. In addition, during the month of September we gifted/re-gifted all sourced bikes as part of our bike library to all our children to allow them access to training. In September/October 2023, staff carried out level 1 training with children, across all stages. 100% (20 out of 20 pupils) of pupils took part in these 6 sessions, with additional helmets being sourced through donations and grant to improve safety for all.

In May/June 2024, staff carried out level 2 training with all P5-7 learners and reinforcing skills taught at level 1 with P1-4. 100% (19/19) of learners participated with almost all P6/7 pupils receiving their Level 2 certificates. Those who require further confidence on the road will continue to develop their skills in 2024/25 alongside improving Level 1 skills across P2-7.

Pupils have taken bikes and helmets home over the summer to maximise engagement, with regifting, maintenance and purchasing reconditioned bikes (where appropriate) being undertaken early in the new session.

Individual successes were measurable in 1 P4 pupil not only being able to access a bike but now being able to ride a bike with confidence. He has also been supplied with a reconditioned bike to continue his progress and maintain equity. P6 pupil who had loan of a trike in September was able to ride a 2 wheeled bike in June 2024, although road safety is still to be reinforced.

Going forward sourced grant funding will be utilised to target Bike maintenance within the local community in September 2024 and April 2025, to reduce prohibitive costs to families and improve health and wellbeing/equity. An audit of needs will also be undertaken in September 2024, and reconditioned bikes purchased from local businesses (The Cycle Works, Douglas, Healthy Valleys, Rigside) to reduce 'road miles' and carbon footprint. Previously sourced and loaned bikes will be repurposed for other pupils/members of the community once they have had maintenance checks undertaken and remedial works completed where necessary. It is also planned that members of the community will be trained in bike maintenance through time. This has had to be rescheduled due to Healthy Valleys, Gear Up Project undergoing staff changes.

Transport costs have impeded on learners accessing wider opportunities. PEF has been used to ensure all learners experience wider school activities and opportunities. PEF has allowed for 100% of pupils to experience 6 weeks of swimming in session 2023/24, ensuring equity for all. Transport costs were also met to allow all pupils to experience Active Schools Cross Country as well as 6 P6/7 pupils to engage with P7 Transition activities with Biggar High School.

12% of pupils (2/17) were able to participate in residential experience to support transition, reducing Cost of the School Day barriers.

Money used to support additional SSA hours has increased attendance and engagement for targeted intervention groups/pupils. All pupils targeted have made improvement in their learning, especially in reading and spelling (50% of P4 pupils, 2 learners). 20% of targeted P5-7 learners (2 pupils) made good progress through additional support in reading.

Attendance has shown improvement with almost all learners being above 90% attendance for a term. 6% of learners need to improve their attendance to be consistently above 90% each month. PEF funding allowed 2 members of staff to be trained in Fire, Tarps and Tools training to enable an extended period of Outdoor Learning to take place, with almost all pupils engaging in all 6 sessions. This supported engagement across P1-7.

Glasgow Health and Wellbeing survey results show almost all learners like school which is an improvement.	
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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Young Leaders of Learning: <ul style="list-style-type: none"> PTs will complete Young Leaders of learning in relation to SLC Skills Framework. They will then consider how this can be embedded into the curriculum within their own setting and across the learning community. 	Biggar LC Principal Teacher's Class Teachers Support Staff	June 2024
Reading: <ul style="list-style-type: none"> Continue to implement and promote a positive reading culture across the whole school community to achieve Reading School Silver Award 	Class teachers Support staff Wider Community Learning Community Teacher Reading Group	June 2024
Sport Scotland Award: <ul style="list-style-type: none"> Whole school progression of health and wellbeing through the achievement of Sport Scotland Gold Award Increased after school and lunch time activities offered to all pupils to support improved engagement and attendance in school. 	Whole School staff Parents Wider Community Health Committee Active Schools Co-ordinator Clydesdale Sports leaders	June 2024
Digital Learning: <ul style="list-style-type: none"> Achieve Digital Leaders Award as part of improvements within IT. Link IT development to STEM curriculum. 	Class teachers Cluster school staff Digital Leaders Committee ICT Coordinator SLC IT Officer	June 2024
ECO/Outdoor Learning/Sustainability: <ul style="list-style-type: none"> Continue to engage with regular sustainability activities to support achievement of our second Eco Flag. Continued regular access to the outdoors – Fresh Air Friday Staff to revisit Outdoor learning section of SLC Hub and plan for regular OL experiences linked to all curricular areas. 	Wider Community Class Teachers Support Staff Eco Committee Parents	June 2024
Cost of the School Day:	Class Teachers Support Staff	June 2024

<ul style="list-style-type: none"> Continue to promote Leadhills Primary Cost of the School Day Policy to reduce barriers to learning for all learners. 	Parents/PTC Wider Community	
New Fire Procedures: <ul style="list-style-type: none"> HT to familiarize self with new guidance. Undertake Learn online training appropriate to new guidance. Create school guidance in correlation with Fire Procedures. Cascade information to all staff and ensure appropriate training has been undertaken. 	Class teachers Support staff Facilities staff	June 2024