

**St. Charles Primary School**  
**Newton, Cambuslang**

**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.	<i>Continue to develop the process of planning for learning, to ensure consistent, high quality learning and teaching with effective tracking of attainment progress.</i>	<i>Further develop assessment for learning approaches with a focus on literacy, numeracy and health and wellbeing.</i>	<i>Embark on Improving Our Schools (IOS) – raise attainment in Writing</i>
2.	<i>Develop the literacy curriculum across the school to raise attainment with a focus on raising attainment in writing.</i>	<i>Embed the SLC Skills Framework into practice to equip children with the vocabulary, knowledge and understanding of skills within the four capacities.</i>	<i>Further develop pupil leadership of learning.</i>
3.	<i>Embed attachment informed practice and nurturing principles across the school to promote positive relationships and the rights of the child.</i>	<i>Enhance and formalise the role of Rights, Equalities and Sustainability in our curriculum.</i>	<i>Develop effective and sustainable approaches to track attainment and achievement of cohorts of children.</i>
4.	<i>LC- Introduce the Progressive Framework for Skills to staff, pupils and parents and provide opportunities to become more familiar with the content and organisation of skills within each of the four capacities.</i>	<i>LC- Engage with partner schools in the learning community for moderation purposes to establish shared standards and expectations of writing.</i>	<i>Engage in moderation of how skills for learning life and work are planned for and delivered across the LC. (Focus on Numeracy and Maths)</i>



## Context of school

### St. Charles Primary: A family of love, kindness and respect

Inspired by love and the values of the Gospel, we empower everyone in the St. Charles family to achieve their full potential.

In partnership with parents, our parishes and our community we aim to:

**Keep the child at the heart of all we do.**



**Be Ready-** Create a loving, safe and inclusive environment

**Be Respectful-** Acknowledge the dignity and uniqueness of everyone

**Be Responsible-** Develop resilience, independence and the skills and knowledge needed for learning and life in the 21<sup>st</sup> century.

St Charles' Primary School is a school in a semi-rural area of SLC. It is part of the Trinity Learning Community and is served by the parishes of St. Bride's and St. Cadoc's. The current roll is 347 over 13 classes. The local area is a mixture of social and privately owned housing. Access to transport is very good and the area has been heavily developed with new housing in the Newton area over the last 15 years. The new school building was opened in 2011 and an extension of 5 additional classrooms was opened in April 2021. The building provides an excellent, modern environment in which our children can learn and achieve.

In St Charles' Primary School, we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

Our values are based on the Gospel values and a belief in the qualities, skills and talents of our whole school community. This year we have consulted with stakeholders to review our vision, values and aims. These are underpinned by our code of conduct, created by pupils based on Be Ready, Be Respectful and Be Responsible.

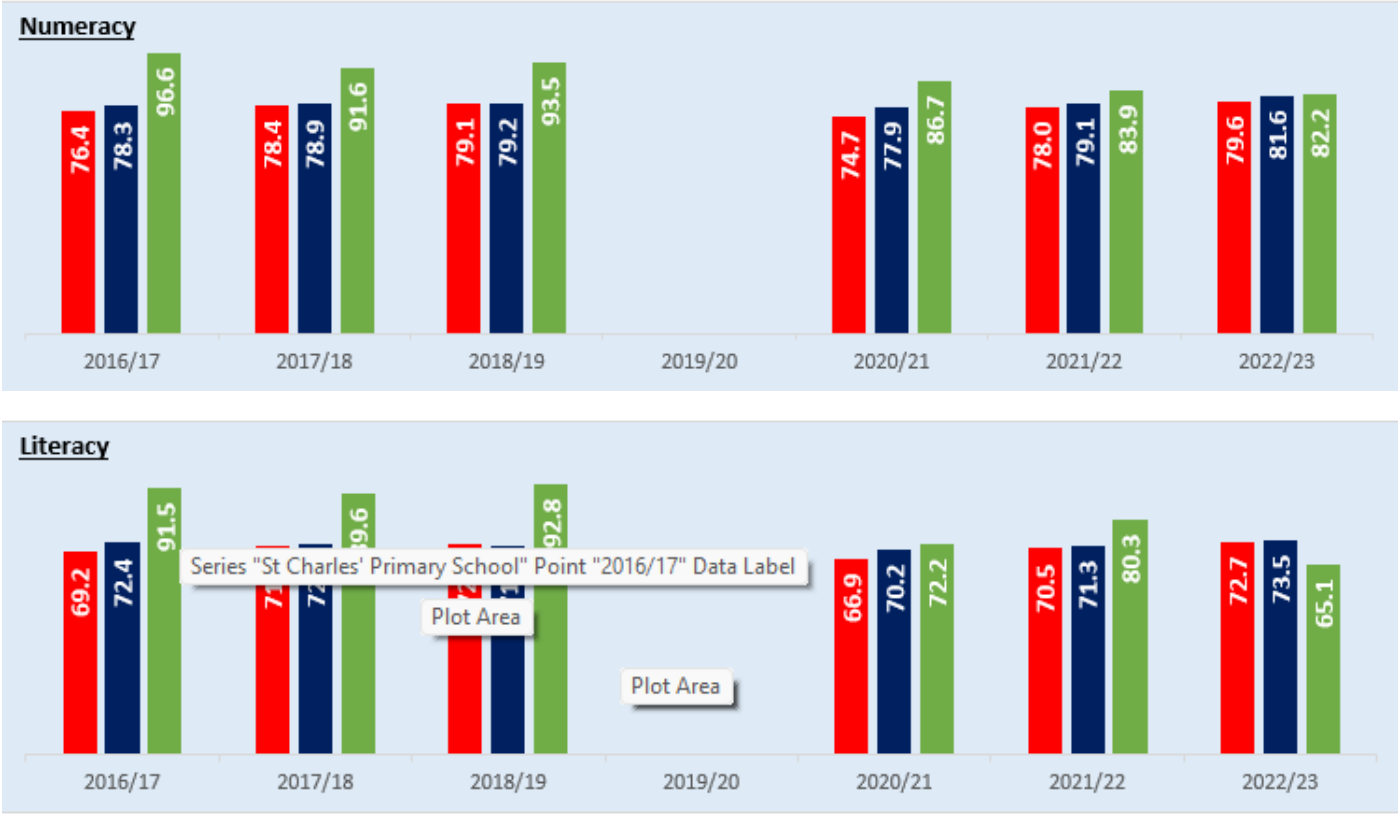
We are in a very fortunate position to have a consistent staffing cohort of committed teachers and support staff within the school. We have an active and engaged Parent Council who support the school in many ways including fundraising.

We believe that our Primary school should be at the heart of the local community and as such we have developed strong links and partnerships with St Bride's and St Cadoc's Parishes, Kilbryde hospice, Newton Station and Community Garden Project and ;Taylor Wimpey business; all based in our local community, as well as other partnerships including St. Andrew's Hospice, Make It Happen and Ostrero Scotland.

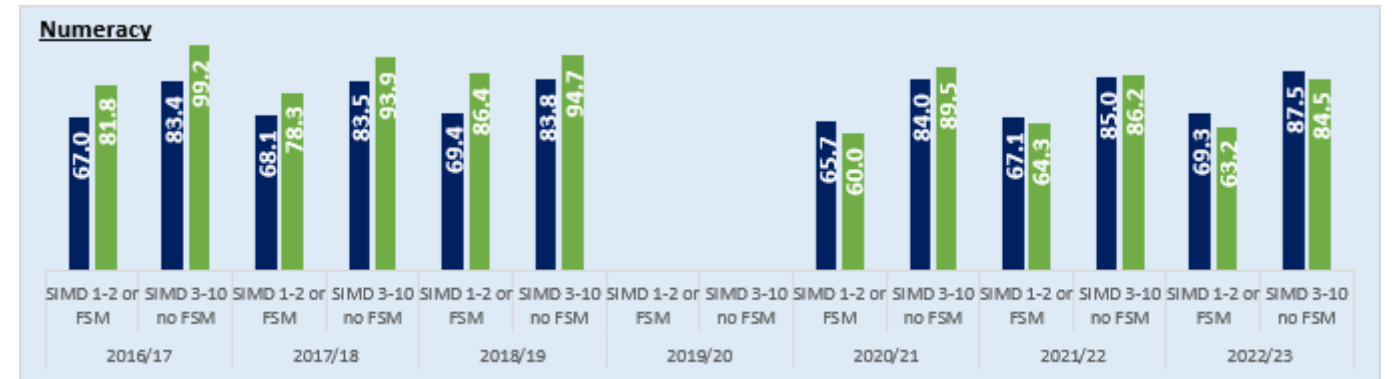
# Performance Data - Achievement of Curriculum for Excellence Levels (2022/23)

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

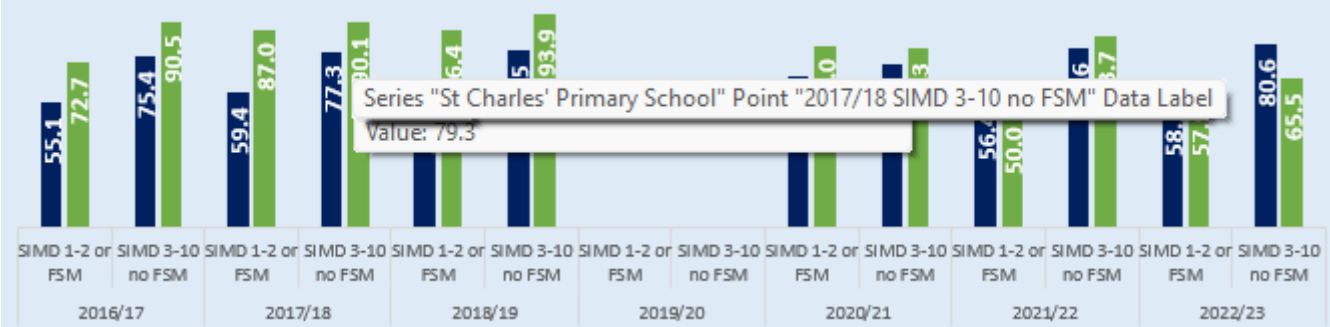
## Performance Data - Excellence



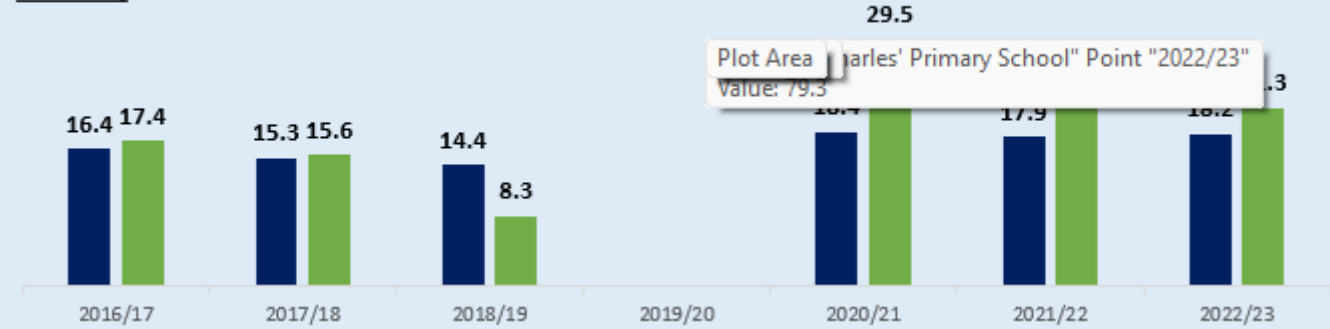
## Performance Data - Equity (Local)



## Literacy



## Numeracy



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

*Further develop assessment for learning approaches with a focus on literacy, numeracy and health and wellbeing.*

<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> Curriculum and assessment Performance information	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.	<b><u>SLC Stretch Aims</u></b> ACEL Primary – Literacy – P1, P4 & P7 combined Choose an item.	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Assessment must be valid, reliable, fair and manageable for all involved and must be consistently applied.</p> <p>Assessment should directly inform planning.</p> <p>Children should be involved in the assessment cycle at all stages.</p> <p><b>Quality assessment should ensure that all pupils make progress,</b></p>	<p>Professional judgment in relation to attainment will be more robust and based on a range of assessment evidence.</p> <p>Teachers are more familiar with the school's Assessment Framework.</p> <p>Assessment approaches in literacy and numeracy are varied and a range of evidence is gathered.</p> <p>Assessments will be clearly linked to the learning and teaching that has taken place.</p> <p>Assessment will be used to provide timely and effective feedback to children.</p> <p>Assessment information will be analysed along with other data by teachers and used</p>	<p>Training will be provided to teaching staff to revisit national guidance on assessment/ approaches to assessment in addition to reviewing our own Assessment Framework (via West Partnership, the SLC Staff Learning Hub and Pedagogy inputs as appropriate.)</p> <p>Further training will be provided on the importance and use of <i>quality</i> feedback to raise attainment.</p> <p>Review calendar(timing) and choice of standardised tests for literacy and numeracy to ensure sustainability and impact over time.</p> <p>Introduce a 'Stop and Check' assessment week across each of the three terms.</p>	<p>Teachers are more confident when discussing attainment within their class and can refer to assessment information when having planning and tracking meetings.</p> <p>Quality feedback is evident in jotters and also evidenced through learner conversations.</p> <p>Children are able to contribute to target setting and can discuss their strengths and next steps.</p> <p>Planned learning is effectively evaluated and assessment information is used to inform future planning. (evidenced through curriculum plans and professional discussions with teachers)</p>	MR

<p><b>relative to their own need and ability, within a curricular area.</b></p> <p><i>St. Charles Assessment Framework 2023</i></p> <p><i>Curriculum for Excellence Building the Curriculum 5</i></p>	<p>to determine the nature of support required by individuals and cohorts of learners.</p> <p>Assessment will be used to inform next steps in learning, with the children being aware of, and able to discuss their learning targets.</p>	<p>Create in- house reading, numeracy and writing (spelling, grammar and punctuation) assessments for each stage which are in line with SLC curricular pathways/ the benchmarks and the schools existing programmes of work.</p> <p>Provide opportunities and support for staff to develop skills in analysing class data and assessment information to support planning and professional judgements(data clinics and training on the Fact, Story, Action approach)</p>	<p>All pupils make progress within their own learning journey.</p> <p>The number of children not on track to achieve expected levels will be reduced. (Target reduction of 10% between August 24 and June 25)</p> <p>Children who are not on track in literacy and numeracy are quickly identified and appropriate supports put in place to try to close attainment gaps.</p>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<p>The school has a clear assessment framework and calendar. This will remain under annual review to ensure it meets the needs of our learners and teachers.</p> <p>Through professional discussion and teacher's self-evaluation, it is evident that all teachers feel confident when discussing attainment within their class and can refer to assessment information when having planning and tracking meetings with members of the senior leadership team. The fact, story, action model training gave staff an insight into how data can be analysed and used to support learning and next steps within the classroom. Teachers use formative and summative assessment approaches to gather evidence of attainment. Professional judgements and reporting on progress based on evidence, and a shared understanding of standards, is becoming more robust across the school and we will continue to work collegiately to ensure this is consistent and reflective of the needs and abilities of the children at each stage. With increasing staff confidence, and improved knowledge of expectation in relation to experience and outcomes and the benchmarks, children are benefitting from appropriately paced and progressive learning experiences within the class.</p> <p>In almost all classes planned learning is effectively evaluated and the assessment information gathered is used to inform future planning (evidenced through curriculum plans and professional discussions with teachers). Staff have found the new stop and check assessments introduced this year to be a good support in tracking progress and alerting staff at an early stage to possible issues. Teaching staff have positively evaluated the assessments and report that these are good for keeping 'on track' with expected outcomes across the year.</p>			<p><i>All staff should continue to engage with data analysis (quantitative and qualitative) to best understand attainment within their class and use this knowledge to plan progressive programmes of work which are appropriately assessed and attainment tracked.</i></p> <p><i>Assessment information should be recorded in a consistent and systematic way. Teachers will keep termly records reflecting the attainment story within their class. (Fact Story Action)</i></p> <p><i>Staff (Inset Day) will revisit advice and training on quality feedback as an essential driver for improving outcomes for learners. A school reference guide will be produced as part of the Learning and Teaching Policy.</i></p> <p><i>Staff have agreed that target setting with pupils is an improvement priority and this will</i></p>	

<p>Due to other priorities this year, the planned training on quality feedback was not delivered this session but staff have been made aware of the support materials within the Staff Learning Centre as part of the Pedagogy Palette. Almost all staff offer a variety of verbal and written feedback to children, and this is helping to inform next steps in learning and support children's leadership in learning, however, there is scope for this area to be further improved upon. All staff should develop a clear system for offering feedback to learners. It is essential that the learners benefit from ongoing feedback from teachers which they can understand and act upon to improve outcomes. Quality feedback and a focus on developing learner leadership will support children are able to contribute to target setting and further empower them to discuss their strengths and next steps.</p> <p>This year all pupils made progress within their own learning journey. Teaching staff are well supported by our support staff to ensure attainment and achievement across the curriculum. Additional support needs are identified and planned for in a timely manner, this included support for children in relation to health and wellbeing, in particular social and emotional wellbeing. Our Nest provides a range of children with nurturing interventions to help children manage barriers to learning.</p> <p>Children who are not on track in literacy and numeracy are quickly identified and appropriate supports put in place to try to close attainment gaps. We have worked closely with parents, our specialist support teachers and educational psychologist to support those with barriers to learning. Almost all learners not on track in learning have benefited from either additional learning support, assistive technology or alternative resources such as Barington Stokes reading materials to support learning.</p>	<p><i>be reflected in the improvement plan for 2025-2026.</i></p>
---	---

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

*Embed the SLC Skills Framework into practice to equip children with the vocabulary, knowledge and understanding of skills within the four capacities.*

<b><u>NIF Priority (select from drop down menus)</u></b>	<b><u>SLC Priority (select from drop down menus)</u></b>	<b><u>SLC Stretch Aims</u></b>	<b><u>HGIOS?4 QIs (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> Curriculum and assessment	<b>Support children and young people to develop their skills for learning, life and work</b>  <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>	<b>ACEL Primary – Literacy – P1, P4 &amp; P7 combined</b> <b>ACEL Primary – Numeracy – P1, P4 &amp; P7 combined</b>	1.2 Leadership of learning 2.2 Curriculum 3.3 Increasing creativity and employability <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.

Choose an item.				
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.</p> <p><i>Curriculum for Excellence Building the Curriculum 4</i></p>	<p>Pupils are able to name skills linked to each of the four capacities.</p> <p>Pupils can discuss the skills they have and how these skills can be used in and out of school in a variety of contexts.</p> <p>Pupils will create personal learning plans based on skill development.</p> <p>Pupils will be able to identify skills in others.</p>	<p><b><i>This priority will be the focus of our Peer School Review this year.</i></b></p> <p>Create a Skills Development overview and calendar for the school to plan a programme of focussed delivery of skills in line with the SLC Skill Framework.</p> <p>Term 1- Responsible Citizen Term 2- Effective Contributor Term 3- Confident Individual *Successful learner across all terms</p> <p>Explore the Curriculum Hub and Skills Framework resources to identify suitable material for use with classes.</p> <p>Each class will create a Skills Display. This will be interactive so skills are ‘transferable’ across curricular areas.</p> <p>Introduce weekly ‘Spotlight on Skills’ for each class. This will be an opportunity for the class teacher to have learning conversations with pupils based on the agreed skills development calendar. <i>“Connect and Reflect”</i> At assembly SLT will introduce and explain the skill focus for the month.</p> <p>Introduce ‘Skill Master’ certificates to be distributed 1 x nomination by CT</p>	<p>Learner conversations- Almost all pupils are able to give an example of skills and link these to the four capacities.</p> <p>Pupils will be able to identify a personal strength skill and a skill they need to develop.</p> <p>Pupils will complete Personal Learning Plans linked to Skills Framework- identifying at least one target skill per term.</p> <p>There is an indication of skill development opportunity/progression evident within class plans.</p>	MR



		<p>1x nomination by pupils in class</p> <p>Host a parent workshop/create an information leaflet for parents on Skills.</p>		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<p>This priority was the focus of our Peer School Review in November 2024 which was very positively evaluated and has been a successful aspect of the school's work this year. Through Learner conversations almost all pupils are able to give an example of skills and link these to the four capacities. We created a Skills overview/ calendar for the school to plan a programme of focussed delivery of skills in line with the SLC Skill Framework. Class plans include an indication of skill development opportunity/progression evident. This has been helpful in reminding the teachers to consider the place, and importance of, skill development across the curriculum.</p> <p>By exploring the Curriculum Hub and Skills Framework resources and by creating our own, we have a bank of materials suitable for use across the school to promote skills within and across the curriculum. These have included posters for every classroom and a pull down banner for display at assembly/ the front of the school. Some of the skill language is abstract and can be difficult for teachers to explain/ showcase and collating further resources and sharing/learning from other establishments would be helpful to enable this.</p> <p>At early level we create a 'SKILLS room' where the children could explore skills through play-based learning. This helped to ensure our youngest learners could develop their knowledge and understanding of skills in an engaging and accessible way.</p> <p>We introduced a weekly 'Spotlight on Skills' for each class. This proved a good opportunity for the class teacher to have learning conversations with pupils based on the agreed skills development calendar. When evaluating this priority staff reported that this protected time proved to be a 'positive, valuable and social time with the class', thus having the consequential impact and benefit of improving relationships and ethos within the classroom which was fortunate.</p> <p>Each week certificated were given out at assembly for an individual in the class who has been demonstrating or developing ability in the focus skills. By celebrating and distributing these as assembly, it gave a weekly reminder and reinforcement to the children of the skills we were learning about and how these were being demonstrated in and across the school. This also proved a positive way to recognise the achievements of others in a variety of ways (not attainment driven)</p>			<p><i>Moving forward, skills will remain on our maintenance improvement agenda with a view to incorporating and using skills as central focus for learning conversations and target setting with the class.</i></p> <p><i>Now children are familiar with the vocabulary, we plan to highlight focus skills on a Monday in class. Each class will have access to a shared powerpoint linked to skills which can be shared and referred to throughout the week.</i></p> <p><i>All classes will engage in target setting using learning plans. Time will be protected on a Friday/Monday for shared class based planning and review of learning across the week.</i></p>	

<p>Through learner conversations and as evidenced by some of the children through journalling, almost all pupils are able to identify a personal strength skill and a skill they need or want to develop. Most learners are becoming increasingly confident in identifying and discussing where skills can be transferred in learning and in life and can give appropriate examples.</p> <p>Although some classes maintained journals or plans this was not consistent across the school and will be a next step moving forward.</p>	
--	--

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

**Enhance and formalise the role of Rights, Equalities and Sustainability in our curriculum.**

<b><u>NIF Priority (select from drop down menus)</u></b> Choose an item. <b><u>NIF Driver</u></b> Choose an item. Choose an item.	<b><u>SLC Priority (select from drop down menus)</u></b> Choose an item. Choose an item.	<b><u>SLC Stretch Aims</u></b> Choose an item. Choose an item.	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 comes into effect in July 2024.</p> <p>We need to ensure that our school meets legislation and is working towards a better understanding of</p>	<p>By the end of June 2025, almost all of our school community (pupils, staff and parents) will be aware of UNCRC and the fact that our children have Rights that are universal, inalienable, indivisible and interdependent.</p>	<p>HT will attend training through CQIS and Education Scotland and cascade training to staff.</p> <p>Create a programme of Sustainability inspired learning modules to include all stages in the school.</p> <p>Link learning in Laudato Si to UNCRC/ Equalities/ Rights. Make links explicit to staff and pupils.</p> <p>Children will be reintroduced to UNRC through assemblies and PSD lessons.</p>	<p>The language of Rights will be seen and heard within the school.</p> <p>Each class will create a charter and children will be aware of this and able to discuss the meaning.</p> <p>Almost all pupils will be able to recall one action they can take to support sustainability.</p> <p>Pre and post questionnaires will be given to staff, pupil and parents and will reflect an enhanced knowledge and confidence in relation to UNRC.</p>	

Rights, Equalities and Sustainability.		<p>Classes will deliver an input at assembly (which parents will be invited to) on the UNRC/ selected article. The focus of assembly will be our Right of the Month.</p> <p>Staff will identify connections between Skills/CfE Capacities and UNCRC.</p> <p>Information evening/ leaflets will be offered to parents to highlight UNRC.</p> <p>Work towards ensuring that diversity is considered and represented in all aspects of school life.</p> <p>Rights displays will be created in prominent shared areas of the school.</p>		
			<b>Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda</b>	
<p>Overall, positive progress has been made in relation to this priority and, as hoped for, almost all of our school community (pupils, staff and parents) are aware of UNCRC and the fact that our children have Rights that are universal, inalienable, indivisible and interdependent.</p> <p>The language of Rights can be seen and heard within the school. This has been achieved through a variety of actions including a central display on Children's Rights which was created in our gym hall; the most communal area visited by parents. Each class created a charter, and children are aware of and can discuss it's meaning. This year, our class assemblies were focussed on the Rights of the Child and parents were invited to attend these. On some occasions due to spacing restrictions the infant classes did not attend and moving forward we must consider suitable ways to ensure that the infant department are not excluded- such as attending dress rehearsals.</p> <p>At the beginning of term, each class completed a short interdisciplinary topic context based on sustainability. The school now have a calendar of suggested topics for stages and are building a bank of resources to support this. Almost all pupils are able to recall at least one action they can take to support sustainability.</p> <p>Throughout the school year we have considered how diversity can be celebrated and have developed displays in the school to celebrate religious festivals such as Eid. We have also purchased a range of reading materials to promote</p>			<p><i>As a school we recognise the need and responsibility to continue to promote children's rights. Moving forward we will consider how we can continue to put Right's into real life contexts for our children. We will also explore how our learners can contribute to ensuring that others have their rights protected.</i></p> <p><i>There is a need for all classes to establish the right's most pertinent to our context and to share these on an ongoing basis in child friendly language- this should be linked to class charters. (Right to feel safe/ Right to education etc.)</i></p> <p><i>Class charters are to be shared with parents to ensure clear communication and promote home school partnership.</i></p>	

<p>diversity and inclusion. We want all children in the school to feel respected and represented. Inclusion is at the heart of the work of the school and our positive, nurturing ethos is a strength as evaluated by pupils, parents and staff. Almost all pupils consistently show respect for others.</p> <p>Training from our Quality Link Officer has been arranged for next term to ensure that all staff have a clear understanding of their responsibilities in relation to promotion of children’s rights. Questionnaires will be distributed in session 2025-2026 to evidence progress.</p>	<p><i>In session 25-26, class assemblies will continue to centre of rights and equalities, in particular we will celebrate world festivals and religions in order to promote inclusion and celebrate diversity.</i></p> <p><i>All staff will engage in collegiate professional learning linked to Rights of the Child.</i></p>
---	--

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

### SLC Stretch Aims

**ACEL Primary – Literacy – P1, P4 & P7 combined  
Attendance**

Choose an item.

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
<i>Participatory Budget -TBC (pending consultation)</i>	£3,300	Stakeholders with to ensure that opportunities are provided for children to attend clubs and festivals during school time in order to develop skills and experience participation and achievement. This should not be limited to only children who can attend community clubs after school.	Employee football coach/coaches and other sport coaches to deliver training sessions.  Cover the cost of entry fees to local competitions.  Cover the cost of transport to sporting/ other events	Participation levels in extra curricular events.  Pupil questionnaire reflect a feeling of inclusion and opportunity for success.		
<i>Cost of the School Day</i> <i>Ensuring that no child goes without or misses out as a result of poverty.</i>  -Uniform -Equipment and Materials -Snacks -Transport -Trips	£5000	Increased pupil confidence and engagement leading to better attendance and a more positive mindset, meaning children feel more ready to access the curriculum and learn.  Participation in school events remains at 100% and participation levels within extra curricular activities is over 90% enabling the targeted group to feel included and achieving.	Purchase items for pupils are required.	Almost all pupils report, through questionnaire results, that they feel included.  Attendance of targeted group of children either improves for those currently below 90% or remains consistent for those above 90%		
<i>Cost of the School - Day</i> -Extra Curricular Activities/ Trips (Including Residential)	£1500		Subsidise and/or cover cost of activities for identified pupils.	As above. Participation levels of targeted group are high (over 90%) and the group are well represented at events, on trips and across extra curricular activities.		

				Participation across a range of experiences enables these children to feel included and experience success and achievement.		
<b>Assisted Technology and Digital Access</b> Purchase of hardware-allocated Chromebooks/Ipads	£5000	The children are able to freely access a range of digital learning tools and supports in school and at home. Engagement in quality learning programmes reinforces learning in the classroom to build confidence and give opportunities to practice skills.  Attainment gaps are lessened as children's progress quickens.	Contact RM to agree a purchase of chromebooks and ipads which will be available for use to targeted group of children.	Children will be utilising technology to support learning on a regular basis.  Digital skills are improved and pupils are able to log in and access appropriate tools.  Pupils remain on track or improve current attainment pace in literacy and numeracy.		
<b>Software Packages</b>	£2000	To support digital literacy and assisted technology delivery.				
<b>Literacy Materials</b> -Assessments -Texts -Resources such as magnetic boards/games etc	£3000	Progress in literacy is maintained.  Increased % of the target group will be on track in learning	Ensure that all pupils within the targeted group have access to a variety of literacy materials to support learning and progress.	Improved attainment/ progress towards achieving a level		
<b>Numeracy Materials</b> -Assessments -Workbooks -Resources such as magnetic boards/games etc	£3000	Progress in numeracy is maintained.  Increased % of the target group will be on track in learning	Ensure that all pupils within the targeted group have access to a variety of numeracy materials to support learning and progress.	Improved attainment/ progress towards achieving a level		
<b>Supported Study Classes</b>	£3500	Targeted children will be invited to attend supported study to provide small group or 1-1	Invite staff to deliver learning support groups (literacy and	Attendance Levels		

-Staff Payments -Resources stationery/ copying -Snacks		support in literacy to close the attainment gap.	numeracy) at various times of the day to help increase engagement: -breakfast clubs - lunchtime learning -after school  Create support groups of children with similar ability. Give personal invites to targeted group (discussed with parents)  Children will attend in 6-8 week blocks. Teachers will be paid supported study salary by the hour.	Improved attainment/ progress towards achieving a level		
Nurture and HWB Support Provision - Boxall Profiles - Room Resources - Supported Study-Payment of staff	£3000	Boxall profile indicate that scores have improved as a result of targeted intervention.  Children are more confident.  Children feel a sense of belonging  Children are better able to regulate emotions in order to access the curriculum.	Staff (teacher and support) time protected to allow delivery of HWB support.  Resources updated and replenished as required.  Boxall Credits purchased and used to assess target groups of children.	Boxall profile score show improvement  Learner and Parent conversations and feedback reflect a positive response to intervention.		
Staffing Aug- Apr  TBC	0.2 FTE TEACHER £8495 /  0.4FTE – £16,990	Early Intervention Targeted Support for P1-P2 pupils  Support for writing at P5 (target group)	Target children identified.  Assessments carried out at beginning and end of intervention to track progress.	Improved attainment/ progress towards achieving a level.		

			Attainment in writing improves and children within the identified target group achieve 1 <sup>st</sup> Level in Writing by December 24.			
Supporting Attendance  Transport Costs	£1000	Wellbeing needs are met through attendance at school	Arrange for taxi collection to take to school (Z car contract)	Attendance at school is maintained		
Resources and materials to support family learning	£5000	Increased parental engagement and participation within targeted groups.  Parents feel more confident in supporting learning in literacy, numeracy and health and wellbeing.	Provide a range of family learning opportunities including family event and workshops.  Provide pupils with resources to use at home to support learning.			
<b>Progress and Impact</b>				<b>Next Step(s) and rationale to inform PEF spend session 2025/2026.</b>		
<p>As a school we are proud of our Cost of the School Day policy and this has been used as an example of good practice within the authority. We are committed to ensuring that poverty does not become a barrier to any school activity and throughout the year have provided trips, uniform, learning materials, water bottles and technology where required to any family in need. This has benefitted the children from both within the targeted PEF group and beyond.</p> <p>We have embraced opportunities to give children life long experiences such as trips to the theatre and safari park, paid for residential for our P7 children and even supported a trip to London for the target group of children in P7.</p> <p>We have been able to purchase sporting equipment and kits to be used by the children and using the participatory budget, covered the cost of professional coaching as well as the cost of participation in sporting events.</p>				<p><i>While our PEF budget is used to enhance the work of the school, the impact on the targeted group of learners needs to be more closely measured. Staffing is the greatest resource in improving outcomes for learners and therefore next session we aim to use the majority of our budget to source a teacher who can provided targeted well planned and tracked learning support for children who are not on track.</i></p> <p><i>We will do more next session to gather the views of our targeted group of learners to</i></p>		



<p>The impact of this is that every child can feel included and be given an equal opportunity within our school. We reach out to more vulnerable families independently to offer support and this helps to build open and trusting relationships. We are continuing to promote family learning and try to encourage families of children who are within the targeted group and not on track in their learning to engage in opportunities such as parent workshops but to date the response has been limited.</p> <p>We have been able to enhance our digital tools this year and have created an infant technology zone. Targeted children are becoming more confident at accessing and utilising technology to support learning on a regular basis. This was supported through a digital after school club (invitation extended to target children).</p> <p>We have created an infant literacy/ library area which promotes the development of literacy skills at an early age. An early intervention workshops programme was offered to parents (along with supporting materials) although attendance was minimal and resulted in this not continuing.</p> <p>We purchased a range of ASN reading materials and offer a school lending library for home learning for all pupils.</p> <p>Our health and wellbeing support programme (nurturing interventions) is a great success in the school and is consistently well evaluated by pupils and parents. Almost all children are eager to participate in groups in our nest and class teachers report positive outcomes following periods of intervention.</p> <p>Unfortunately, due to ongoing and substantial staffing difficulties as a result of staff absence and subsequent cover requirements our targeted learning support groups were impacted, particularly in term 2 and term 3 as the teacher was required in class.</p>	<p><i>ascertain need. (questionnaires and participation and attendance tracked).</i></p> <p><i>This learning support will be literacy based with a focus on improving attainment for children who are off track but have the most potential to make gains to bring them back on track.</i></p> <p><i>We will endeavour to keep attendance at school cost free and indeed provide opportunities and events to encourage children to attend school such as sports and expressive arts opportunities.</i></p> <p><i>Standardised assessments will be used to help assess progress and identify gaps in learning.</i></p>
---	---

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<i>Continue to develop approaches to planning with a view to using SLC progression pathways to inform planning.</i>		<i>ongoing</i>
Further develop our Curriculum Rationale to Reflect the context of the school		January 25
Further develop a Learning and Teaching Policy		October 25