



Education

Establishment Improvement Plan 2023 - 2024

School Name: St Andrew's Primary School

Contents:

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Funding | Planning and Reporting

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2023-24

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2023 – 2024:	2024 – 2025:	2025 – 2026:
<p>Improve attainment in reading, writing & numeracy</p> <p>Develop high quality teaching & learning</p> <p>Develop whole school nurturing approaches</p> <p>Develop our commitment to faith</p>	<p>Improve attainment in reading, writing & numeracy</p> <p>Develop high quality teaching & learning</p> <p>Enhance whole school nurturing approaches</p> <p>Further develop our commitment to faith</p>	<p>Improve attainment in reading, writing & numeracy</p> <p>Develop high quality teaching & learning</p> <p>Embed whole school nurturing approaches</p> <p>Further develop our commitment to faith</p>

--	--	--

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2023-24													
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		Collaboration and Consultation <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Pupils</td> <td>Termly</td> <td>Focus groups</td> </tr> <tr> <td>Parents</td> <td>Termly</td> <td>Surveys</td> </tr> <tr> <td>Staff</td> <td>Termly</td> <td>Meetings</td> </tr> </tbody> </table>		Who?	When?	How?	Pupils	Termly	Focus groups	Parents	Termly	Surveys	Staff	Termly	Meetings
Who?	When?	How?													
Pupils	Termly	Focus groups													
Parents	Termly	Surveys													
Staff	Termly	Meetings													
National Improvement Framework Key Drivers <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	HGIOS 4 and Early Learning and Childcare Indicators <ol style="list-style-type: none"> Self Evaluation for self-improvement Leadership for learning Leadership of change Leadership and management of staff Management of resources to promote equity <ol style="list-style-type: none"> Safeguarding and child protection Curriculum Learning teaching and assessment Personalised support Family learning Transitions Partnership Ensuring wellbeing, equality and inclusion <ol style="list-style-type: none"> Raising attainment and achievement/Securing children's progress Increasing creativity & employability/ Developing creativity & skills for life & learning 	Argyll and Bute Education Key Objectives <ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 													
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)												

<p>Improve attainment in reading and writing across whole school with specific emphasis on targeted groups of learners</p>	<p>Increase attainment in reading by 18% by June 2024 with a specific focus on P2 - P4</p>	<p>P & A Data will demonstrate an increase in the number of children achieving their expected level</p>	<p>Y</p>
<p>Improve attainment in numeracy across whole school</p>	<p>Increase attainment in writing by 20% by June 2024 with a specific focus on P2, P3, P4 & P7</p>	<p>P & A Data will demonstrate an increase in the number of children achieving their expected level</p>	<p>Y</p>
<p>Further develop high quality approaches to learning, teaching & assessment</p>	<p>Increase attainment in numeracy by 17% by June 2024 with focus on targeted learners across P2 – P7.</p>	<p>P & A Data will demonstrate an increase in the number of children achieving their expected level</p>	<p>Y</p>
<p>Develop whole school nurturing approaches</p>	<p>Learning, teaching & assessment will continue to develop consistently across school by June 2024</p>	<p>All classroom learning & teaching observations will demonstrate continued high quality use of learning intentions, effective questioning, shared success criteria and differentiation</p>	<p>N</p>
<p>Develop most teaching staff knowledge and understanding of commitment and requirements of faith education</p>	<p>Positive relationships, high expectations and high level of pupil engagement will be in evidence in all classroom observations</p>	<p>The attendance of targeted children will improve</p>	<p>Y</p>
<p>Develop whole school nurturing approaches</p>	<p>Introduction and development of the role of Nurture Assistant alongside staff training to grow knowledge and understanding of 6 principles of nurture for staff</p>	<p>Attainment & achievement of targeted children will improve as they become more ready to learn</p>	<p>N</p>
<p>Develop most teaching staff knowledge and understanding of commitment and requirements of faith education</p>	<p>Teaching staff will have required qualifications, knowledge and understanding to teach within faith setting</p>	<p>Charter for Catholic schools (Scotland) will be followed by all staff. All teaching staff will have secured or, pursue achievement of, Catholic Teaching Certificate. Teaching, learning and</p>	<p>N</p>

		assessment of R.E. and faith experiences will improve.	
--	--	--	--

Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023-24
Strategic Priority 1:	Title: Improve attainment in reading and writing across whole school		
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
<u>Reading</u>			

<p>Whole school focus on target of raising reading attainment across school by 18%.</p> <ul style="list-style-type: none"> • Daily E.R.I.C. time • Weekly Assembly focus on ‘What I’m Reading & Why’ • Provide varied reading texts and opportunities for all learners to read – including outdoor spaces dedicated to reading for enjoyment <p>Consolidate staff understanding of approaches to reading (based on EEF and Education Scotland research). Refresh staff understanding of Accelerated Reading and liaise with RJC for refresh training. Consider Reciprocal Reading approach for Primary 6/7 to better engage reluctant readers.</p>	<p>Head Teacher/All Staff</p>	<p>Jan. 2024 – June 2024</p>	<p>All learners will witness reading role models across school on daily basis to encourage understanding of universal need for reading skills and enhance knowledge of reading for enjoyment. Test of change data before and after reading for enjoyment stats.</p>
	<p>Class Teachers</p>	<p>March 2024 June 2024</p>	<p>Teachers will confidently use at least one of agreed approaches to improve Reading attainment within their class context. Rigorous tracking and monitoring of individual targeted learners will demonstrate significant raised attainment for Reading at individual, class and whole school levels – see Appendix 1.</p>
<p>Liaise with Pauline Ingilis to agree Literacy interventions to be used across school for identified learners. (PEF)</p>	<p>Head Teacher</p>	<p>Oct. 2024</p>	<p>Across school we expect reading interventions to raise attainment by 18% by June 2024.</p>
<p>Continue teacher focus on developing Higher Order Reading Skills approach across P4-P7. Arrange training for new class teacher to ensure this approach is consistent across P4 – P7.</p>	<p>Leigh O’Donnell Olivia O’Donnell</p>	<p>Dec 2024</p>	<p>Teachers confidently follow shared approach and apply it within their context which contributes to raised attainment in Reading. (P4=+8%, P5=sustain 86% attainment, P6=+50%, P7=+14%).</p>

<p>Engage with Scottish Book Trust/Education Scotland reading schools accreditation program.</p>	<p>All staff Clare Bryden</p>	<p>June 2024</p>	<p>Pupil attainment in comprehension tasks will improve as evident by Star Reader test and SNSA.</p>
<p>Develop teachers’ professional judgement of reading by providing learning opportunities at school, cluster and authority events.</p>	<p>All teaching staff</p>	<p>Jan 2024</p>	<p>18% rise in Reading attainment across whole school.</p>
<p>Teachers will plan appropriate and timely reading interventions for targeted pupils.</p>	<p>Head Teacher Teaching staff</p>	<p>Sept. 2023 – June 2024</p>	<p>Teachers will confidently and accurately record ACEL data for Reading.</p>
<p>Writing</p>			
<p>Continue to develop and embed Storyline approach and collaborate with colleagues through the local authority’s storyline networks.</p>	<p>Head Teacher Teaching staff Local authority network</p>	<p>June 2024</p>	<p>Attainment of targeted learners will improve in line with projections for raised attainment in reading – see appendix 1</p>
<p>Continue to develop staff understanding and awareness of Pedagogical approaches and quality feedback, to support the development of writing.</p>	<p>Jana Hinshelwood (GAPE) Teaching staff</p>	<p>June 2024</p>	<p>Pupil motivation levels and engagement will continue to improve as evidenced by a comparison of baseline end of year evaluations.</p>
<p>Further develop teacher’s judgement through moderation of writing activities- at school, cluster and authority moderation events.</p>	<p>School & cluster Head Teachers Teaching Staff</p>	<p>Nov 2023 Jan 2024 May 2024</p>	<p>Whole school Writing attainment will rise by at least 10%</p>
			<p>The quality of pupils’ writing will improve as evidenced by analysis at school and cluster moderation activities.</p> <p>Teachers will have increased confidence in creating their own storyline.</p>

			<p>Teachers will confidently and accurately record ACEL data for Writing.</p> <p>Quality assurance activities, including teaching and learning observations, will evidence high quality teaching and learning experiences in writing alongside meaningful and helpful feedback for learners.</p> <p>Attainment Data for Writing will increase by 23% by June 2024.</p>
--	--	--	--

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023-24
Strategic Priority 2:	Title: Improve attainment in numeracy across specific stages		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>Continue to embed the Argyll and Bute Mental agility framework.</p> <p>Continue the NA Numeracy and Mathematics framework to be used by all staff.</p> <p>Develop use of SAFE challenges to all year groups to support ongoing development of key Mathematical skills.</p>	<p>Head Teacher Teaching staff</p>	<p>June 2024</p>	<p>Pupils will continue to demonstrate improved flexibility and embedded understanding of number.</p> <p>Continued daily engagement with mental agility activities will support 17% rise in attainment of Numeracy for whole school ACEL data.</p> <p>Staff continue to use frameworks to provide clear next steps and understanding of support needs for all learners.</p> <p>All pupils regularly revisit core mathematical skills throughout the year resulting in improved attainment in all areas of mathematics.</p> <p>Attainment for numeracy to raise by 17% across whole school by June 2024.</p>
<p>Liaise with Pauline Inglis to agree Numeracy interventions to be used across school for identified learners. (PEF)</p>	<p>Head Teacher</p>	<p>June 2024</p>	<p>Rigorous tracking and monitoring of individual targeted learners will demonstrate significant raised attainment for Numeracy at individual, class and whole school levels – see Appendix 1.</p>

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023-24
Strategic Priority 3:	Title: Further develop high quality approaches to learning, teaching & assessment		
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>All teaching staff to complete two modules (Plenaries and Integrated skills for learning, life and work) in the Guided Approach to Pedagogical Enquiry which includes undertaking the following CLPL activities:</p> <ul style="list-style-type: none"> • Professional reading and discussion • Peer observations • Self-evaluation of practice 	SM & JH	June 2024	Staff continue to develop professional practice. Pupil focus groups and staff observations show consistency of approaches.
<p>Induction training for new staff that supports understanding of previous learning by existing staff relating to GAPE.</p>	SM & JH	Dec 2023	New staff are aware of the principles that underpin effective questioning, learning intentions, differentiation and success criteria and successfully implement this into their classes.

<p>Operational Improvement Planning (Action Plan) for Establishment:</p>		<p>Session: 2023-24</p>
<p>Strategic Priority 4:</p>	<p>Title: Develop whole school nurturing approaches</p>	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. 		
<p>National Improvement Framework Key Drivers</p>	<p>HGIOS 4 and Early Learning and Childcare Indicators</p>	<p>Argyll and Bute Education Key Objectives</p>

<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ol style="list-style-type: none"> Self Evaluation for self-improvement Leadership for learning Leadership of change Leadership and management of staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning teaching and assessment Personalised support Family learning Transitions Partnership Ensuring wellbeing, equality and inclusion Raising attainment and achievement/Securing children's progress Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Identified member of staff to engage in authority nurture training to enable them to facilitate and deliver training to all staff. School has recruited Nurture Assistant who will also engage with training.</p> <p>All staff to undertake training led by in-house facilitator to develop their professional knowledge and understanding of nurture principles and nurturing approaches and use them to positively impact on school ethos and pupils' wellbeing. Join with RJC to engage with Leadership Training.</p> <p>Sustain, develop and build on the standards attained for the Silver level of the RRSA (achieved by the school in session 21/22). In order to plan the journey to RRSA Gold Award.</p> <p>Nurture Assistant timetabled to engage twice weekly (individual and whole class/groups) with those learners identified by class teachers as struggling to either be</p>	<p>L O'Donnell Heather Archibald</p> <p>L O'D + all staff</p> <p>BS + all staff</p> <p>Nurture Assistant Class Teachers</p>	<p>Dec 2023</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<p>Member of staff will be trained and cascade training to all staff.</p> <p>School achieves OCTNE Bronze Award</p> <p>School working towards RRS Gold Award</p> <p>Whole school Attendance data will improve by 5% across whole school.</p>

<p>ready to learn, sustain learning in class (dysregulated behaviour) and/or attendance issues. Nurture Assistant timetabled to engage weekly with parents of identified learners as above.</p> <p>Nurture Assistant to complete whole school Wellbeing Webs and communicate with teachers and parents.</p>	<p>Nurture Assistant</p>	<p>Sept 2023 Feb 2024 June 2024</p>	<p>Targeted learners will be more ready to learn following input from nurture assistant. Incidences of learners having to leave class due to dysregulated behaviour will decrease by 10% as evidenced by teachers records. Learners will report better readiness to learn and ability to sustain learning time by completing before/after Leuvan scales</p> <p>Concerns identified via Wellbeing Webs will be quickly addressed and support given to individuals. 2nd and 3rd completion of Wellbeing webs will show improvements as compared to that completed in Sept. 2023.</p>
---	--------------------------	---	--

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority GME:	Title:		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		Argyll and Bute Gaelic Language Plan Targets <ul style="list-style-type: none"> GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023-24
Developing in Faith (Denominational Schools only)		Title: Further development and refresh our commitment and approaches to faith education	
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		Developing in Faith Themes <ul style="list-style-type: none"> DiF 1 Honouring Jesus Christ as the way, the truth and the life DiF 2 Developing as a community of faith and learning DiF 3 Promoting gospel values DiF 4 Celebrating and worshipping DiF 5 Serving the common good 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)		Lead Person	Timescale
			Success Criteria to facilitate evaluation of learners’ progress

<p>Re-establish previous links with diocesan RE advisor and other Catholic schools in the authority to keep up to date with new developments, resources and opportunities for staff and pupils.</p> <p>Whole school to work with other faith schools across diocese to develop R.E. project in line with priorities shared at CHAPS conference.</p> <p>Teaching staff will enrol to study for CREDL (Distance Learning)</p> <p>Continue to strengthen links between the school and the local Parish</p>	<p>Sandra Maitland & Father Roddy Johnston</p> <p>Head Teacher Minnie McLellan</p> <p>Sandra Maitland & Father Roddy Johnston</p> <p>Head Teacher</p>	<p>June 2024</p> <p>Nov 2023 June 2024</p> <p>Dec 2023</p> <p>Jan 2024</p>	<p>Key staff collaborate with staff across the authority to plan meaningful learning and teaching.</p> <p>Renewed emphasis on Charter for Catholic Schools Shared vision across school, faith cluster and national priorities for Catholic schools</p> <p>Teaching staff have enhanced knowledge and understanding of expectations of teaching within Catholic school. Teaching staff are able to co-deliver rich RE learning experiences.</p> <p>Wider Parish members will be invited to school events & celebrations on a more regular basis. They will continue to support children during church events and sacramental preparation.</p>
<p>Establishment Maintenance Improvement Planning – Optional</p>			<p>Session:</p>

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (from previous plans):

--

Pupil Equity Funding | Planning and Reporting

School Name: St. Andrew's Primary

Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**Identify:**

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- To be included:
 - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschoools%2Blist%2BMay%2B2017.xlsx>
 - % FSME
 - % SIMD 1/2 and other bands as appropriate

A consideration for longer term planning of approaches, with funding confirmed for 3 years, should be considered in the targets below.

- **Lowest 20% & middle 60%**
- **SIMD 1-3**
- **FME**
- **Pupils affected by trauma, bereavement, and domestic abuse.**

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		Identify organiser for proposed intervention/project <ul style="list-style-type: none"> Teaching and Learning Leadership Family and Community
Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Literacy	Research and deliver range of literacy interventions to targeted learners. (Target group = Attainment gap, SIMD, FSM, Family priority) Track & monitor engagement and improvement in 6 week blocks to determine if interventions are appropriate (Adopt, Adapt, Abandon approach)	Continued improvement in ACEL data See appendix 1		
Numeracy	Research and deliver range of literacy interventions to targeted learners. (Target group = Attainment gap, SIMD, FSM, Family priority)	Continued improvement in ACEL data See appendix 1		

	Track & monitor engagement and improvement in 6 week blocks to determine if interventions are appropriate (Adopt, Adapt, Abandon approach)			
HWB (Nurture)	Nurture Assistant timetabled to engage twice weekly (individual and whole class/groups) with those learners identified by class teachers as struggling to either be ready to learn, sustain learning in class (dysregulated behaviour) and/or attendance issues. Nurture Assistant timetabled to engage weekly with parents of identified learners as above.	Improved attendance, regulation of behaviour and attainment for targeted learners <ul style="list-style-type: none"> • Boxall Profiles • Leuvan Scales • Wellbeing Webs • Attendance Data • Class Observations • Pupil/Parent/Teacher questionnaires • ACEL Data 		
HWB (Nurture)	Continue to develop a nurturing space by engaging with OCTNE to ensure Nurture Principles are understood and developed across school.	Improved attendance, regulation of behaviour and attainment for targeted learners		
HWB (Nurture)	Top up of Nurture Assistant hours	Improved attendance, regulation of behaviour and attainment for targeted learners		
Health & Wellbeing	Breakfast Club	Learners are ready to learn		
HWB	Provide alternative curricular intervention to support development of social skills, healthy lifestyle choices and meet social and emotional needs of those learners	Learners levels of engagement in school improve, social and emotional needs are met,		

	identified as not engaging out with school – ASN, FSM, SIMD 1.	evidenced via before and after questionnaires.		
--	--	--	--	--

Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Heather Archibald	Nurture Asst	May 2023	April 2025	0 years 2 months
				years months
				years months
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

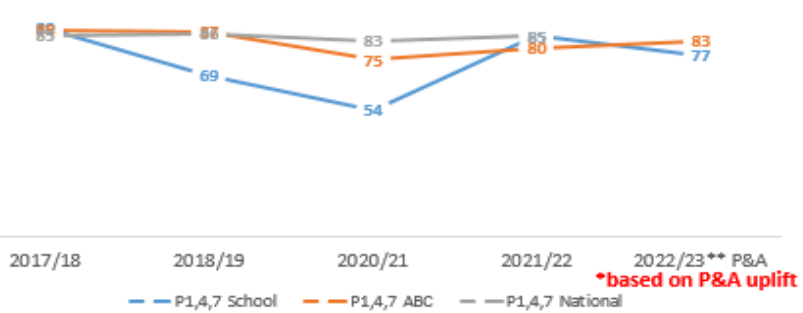
Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input checked="" type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>

Spend Details	Carry Forward 2022 - 2023	PEF Allocation 2023 - 2024
	£ 9000	£ 23275

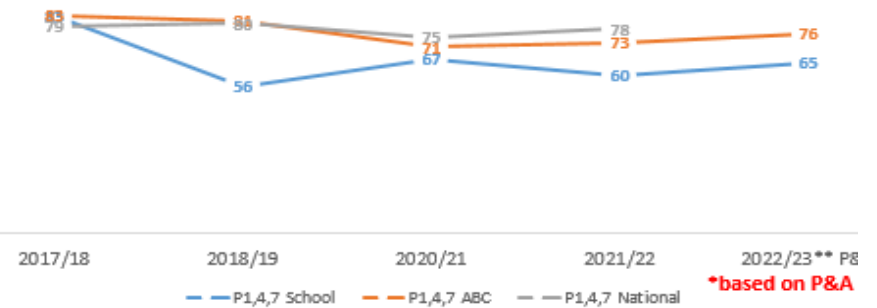
Staffing - 18000 Literacy & Numeracy – 1200 Breakfast Club – 3500 Health & Wellbeing - 400	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	Final spend (End of Session) Identify any significant changes in expenditure.
	£	£

Achievement of a Level - P1/P4/P7 combined - excludes those recorded as 99

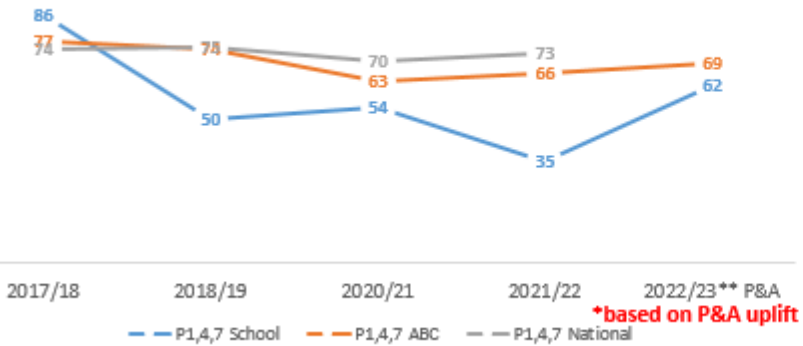
Listening & Talking



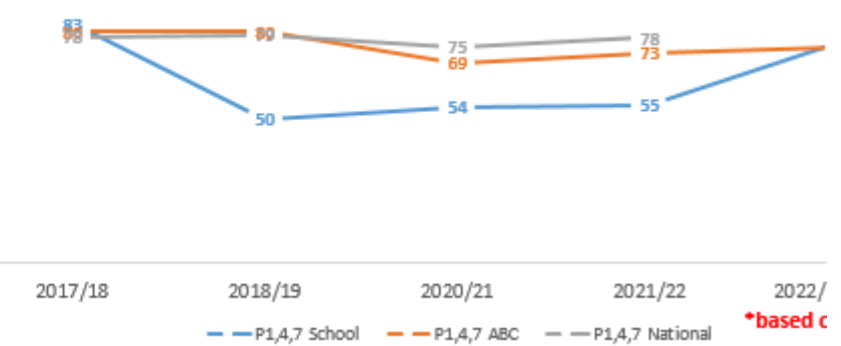
Reading



Writing



Numeracy



Appendix 1

Stage	Reading	T & L	Writing	Numeracy
P1				
P2	7/15=46%	11/15=73%	7/15=46%	11/15=73%
P3	8/13=61%	9/13=69%	5/13=38%	10/13=77%
P4	11/14=78%	13/14=93%	9/14=64%	11/14=78%
P5	6/7=86%	6/7=86%	6/7=86%	6/7=86%
P6	1/4=25%	3/4=75%	1/4=25%	0/4=0%
P7	8/14=57%	11/14=78%	9/14=64%	10/14=71%
Whole School	41/67=61%	53/67=79%	49/67=73%	48/71=67%

- **Whole School attainment Focus Sept. 2023 – June 2024 – READING**

Session 2023/24 Targets

Stage	Reading	T & L	Writing	Numeracy
P2	+3=10/15 (67%)	+3=14/15 (93%)	+3=10/15 (67%)	+1=12/15 (80%)
P3	+3 = 11/15 (85%)	+3=12/13 (92%)	+5=10/13 (77%)	+2=12/15 (80%)
P4	+2=13/14 (86%)	=	+2=11/14 (79%)	+2=13/14 (93%)
P5	=	=	=	=
P6	+2=3/4 (75%)	+1=4/4 (100%)	+3=3/4 (75%)	+2=2/4 (50%)
P7	+2=10/14 (71%)	+2=13/14 (93%)	+2=11/14 (79%)	+2=12/14 (86%)
Whole	53/67=79%	62/67=93%	64/67=96%	56/67=84%