



Education

## Establishment Improvement Plan 2024 - 2025

**St Andrew's Primary, Isle of Bute**



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## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2024 - 2025

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

### Strategic Priorities 3 Year Cycle

2024 – 2025:	2025 – 2026:	2026 – 2027:
<ul style="list-style-type: none"> <li>○ Improve attainment in reading, writing and numeracy</li> <li>○ Develop high quality teaching and learning</li> <li>○ Develop whole-school nurturing approaches</li> <li>○ Develop our commitment to faith</li> </ul>	<ul style="list-style-type: none"> <li>○ Improve attainment in reading, writing and numeracy</li> <li>○ Develop high quality teaching and learning</li> <li>○ Enhance whole-school nurturing approaches</li> <li>○ Further develop our commitment to faith</li> </ul>	<ul style="list-style-type: none"> <li>○ Improve attainment in reading, writing and numeracy</li> <li>○ Develop high quality teaching and learning</li> <li>○ Embed whole-school nurturing approaches</li> <li>○ Further develop our commitment to faith</li> </ul>

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2024 - 2025		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>		<b>Collaboration and Consultation</b>		
		<b>Who?</b>	<b>When?</b>	<b>How?</b>
		Pupils	Termly	Pupil Groups
		Parents	Termly	Surveys
		Staff	Termly	Meetings
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>		
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and family learning</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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 & employability/ Developing creativity & skills for life & learning	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>		

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)																					
<b>Attainment</b> Improve attainment in Literacy (with specific focus on reading and writing)	Increase attainment in reading and writing across the whole-school	Progress & Achievement data will show the following increases- <div>- Reading: 10% across whole school/ year groups</div> <div>- Writing: 20% across whole school/ year groups</div>	Y																					
Develop high-quality approaches to teaching and learning, with a focus on use of assessment information	Teaching staff will confidently identify progress through and achievement of a level through use of a variety of evidence (including classroom observations, class work, assessment data at key points, CfE Benchmarks)	Classroom learning and teaching observations will demonstrate high quality use of formative assessment strategies to increase learners’ understanding of their learning journey and active engagement in their learning, thus impacting performance.	N																					
<b>Wellbeing</b> Develop whole-school nurturing approaches to support wellbeing	Whole-school approach to Nurture including use of wellbeing data to identify and address need and ensuring learners are ready to engage	Glasgow Motivation & Wellbeing Data will show increase in learners’ views of their wellbeing. Supports for individuals will see them in the classroom/ engaging with learning more.	Y																					
		Attendance statistics will show an increase: <table><tr><td>Overall Attendance Rate</td><td colspan="2">Mid-June 2024 Snapshot</td><td colspan="2">Aim</td></tr><tr><td>95%+</td><td>40% of learners</td><td rowspan="2">77% of learners</td><td>45%</td><td rowspan="2">More than 85%</td></tr><tr><td>90 – 95%</td><td>37% of learners</td><td>40%</td></tr><tr><td>Below 90%</td><td colspan="2">23% of learners</td><td colspan="2" rowspan="2">Less than 15%</td></tr><tr><td>Below 80%</td><td colspan="2">6.66% of learners</td></tr></table>	Overall Attendance Rate	Mid-June 2024 Snapshot		Aim		95%+	40% of learners	77% of learners	45%	More than 85%	90 – 95%	37% of learners	40%	Below 90%	23% of learners		Less than 15%		Below 80%	6.66% of learners		Y
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<b>Pupil Voice</b> Enhance opportunities for learner participation in decisions which impact them – in line with UNCRC	All learners being involved in pupil groups and developing their understanding of UNCRC through the journey to become a Gold Rights Respecting School	All pupils will be able to talk about their involvement in discussing what is good about our school and what could be even better, as well as the role they have in changing things in their school.	N
<b>Religious Education</b> Develop knowledge and understanding of the faith journey of children in a Catholic primary school, through whole-school approaches and teaching staff engagement with Catholic Schools Religious Education curriculum	Teaching staff will have acquired qualifications and experience in delivery of RE curriculum to deepen their knowledge and understanding of the Catholic faith, thus impacting the knowledge and understanding of learners  Participation in whole-school faith events.	Teaching staff will complete relevant CLPL, thus feel more confident to deliver RE lessons using This Is Our Faith as a guide.  Whole-school engagement with faith events will show greater pupil participation	N

**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: 2024 - 2025

### Strategic Priority 1:

Title: Improve attainment in Literacy (reading and writing) and Numeracy across the school

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

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<b>Reading</b> Engage with the Reading Schools programme to encourage reading for enjoyment to promote engagement with reading and thus impact attainment across the school.  Pupil questionnaires to gauge attitudes to reading  Phonics → Fluency → Comprehension Systematic teaching of phonics using Read Write Inc, regular opportunities fluency practice for learners who require it – through shared reading and explicit teaching of reading comprehension strategies using Prim Ed Comprehension Strategies resource	Jacqui Shields (Head Teacher)  Olivia O'Donnell (Class Teacher / Reading Schools Co-ordinator)  All Class Teachers	February 2025  April 2025  May 2025	Achieve Core level Reading Schools Award  Increase in learners' reading engagement and general attitudes to reading – as shown by pupil questionnaires  Increase in reading attainment, informed by regular review of assessment and progress data. [Whole-school overall increase of 10%]
Use of literacy assessments to identify areas where learners require support to increase learners confidence and skills for reading and writing  Targeted interventions delivered by Support for Learning Teacher	Jacqui Shields (Head Teacher)  Sandra Maitland (Principal Teacher)	September/ October 2024	
<b>Writing</b> All teaching staff using Argyll & Bute's Writing Progression Pathways to plan teaching and learning  Additional teacher support during writing lessons  Moderation of writing with Primary Cluster partners	Jacqui Shields (Head Teacher)  Sandra Maitland (Principal Teacher)  All Class Teachers	May 2025	Staff and learners will have greater confidence in talking about progress in writing – as shown by staff statements before and after interventions.  Writing attainment will increase [Whole-school overall increase of 20%]

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><b>Writing</b></p> <p>Attendance at Argyll and Bute training for cohort 6 of QI writing, involving:</p> <ul style="list-style-type: none"> <li>2 in person days</li> <li>5 x twilights</li> <li>1 x optional twilight</li> </ul> <ul style="list-style-type: none"> <li>Full implementation of the writing bundle and associated QI measurement tools within P3/4/5 class</li> <li>Feedback and reporting on progress to other members of the cohort.</li> <li>Observation by Clare Bryden / QI writing lead of a lesson and associated feedback</li> <li>Observation and monitoring of progress by school lead, with associated professional discussion</li> <li>Collation and sharing of data related to impact</li> </ul> <p>Professional discussion of approaches to writing pedagogy following completion of the programme.</p> <p>Whole school establishment and understanding of the future role of QI writing. Creation of a plan for future training / development if appropriate.</p>	<p>Clare Bryden (Education Support Officer for Literacy)</p> <p>Jacqui Shields (Head Teacher)</p> <p>Sandra Maitland (Principal Teacher)</p> <p>Leigh O'Donnell (P3/4/5 Class Teacher)</p>	<p>February – May 2025</p> <p>Following completion of programme</p>	<p>P3/4/5 class will have a Pareto chart that identifies priorities for targeting teaching, as well as clear stretch aims for overall pupil progress and at least 2 specific teaching aims relating to measurable tools for writing skills.</p> <p>Class teacher will be implementing the writing bundle in full, including sharing run charts with pupils.</p> <p>Pupils will be able to talk about their progress and next steps both individually and as a class.</p> <p>Practitioners will use a Fishbone tool to analyse the reasons behind continued non-attainment and work with AHPs and other experts to consider ways of further supporting pupils.</p> <p>Before and after measurements of pupil engagement will demonstrate an increase in enjoyment of writing.</p> <p>Staff will report enjoyment of teaching writing.</p> <p>There will be clear evidence of progress towards initial stretch and teaching aims.</p> <p>QI writing will be apparent within whole school planning for writing.</p>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><b>Teaching &amp; Learning</b></p> <p>Develop high quality teaching and learning following the GAPE programme of professional enquiry (including CLPL for GAPE Lead, Teaching &amp; Learning Community approach to developing approaches and sharing practice.</p> <p>In-School CLPL on Achievement of a Level</p> <p>Enhance use of formative and summative assessment information, including feedback</p> <p>More robust tracking of learners behind expectation to measure improvements, using Benchmarks to plan, assess and back-up end of level judgements.</p> <p>Observations of teaching and learning by head teacher and peer teaching colleagues</p>	<p>Beth Standaloft (Class Teacher/ Gape Lead in School)</p> <p>Jacqui Shields (Head Teacher)</p> <p><i>Supported by Simon Easton (Education Manager, Performance and Improvement)</i></p>	<p>May 2025</p>	<p>Class teachers will have a wider range of evidence to inform progress and achievement of learners though a level</p> <p>Learners will make progress in literacy and numeracy – more in line with authority expectations; in reading specifically, a whole-school increase of 10%; in writing specifically, a whole-school increase of 20%</p> <p>Most learners will have a greater understanding of their learning journey and be able to talk about where they are and what they need to do to improve. This will be evident by their ability to answer questions about what they are working on in class (learning intentions) and what they need to do to be successful (success criteria), as well as their specific targets for the term – reading and writing.</p>

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024 - 2025

### Strategic Priority 2:

Title: Develop a Whole-School Approach to Wellbeing with Pupil Voice at the Centre

### 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 achievement, particularly in literacy and numeracy.

### National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

### HGIOS 4 and Early Learning and Childcare Indicators

- 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

### Argyll and Bute Education Key Objectives

- 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><b>Wellbeing</b></p> <p>Whole-staff knowledge and understanding of- Trauma-informed practice:</p> <ul style="list-style-type: none"> <li>- Using NHS National Trauma Training programme to establish what it means to be trauma-informed and how we put this into practice in our school environment</li> </ul> <p>Nurture principles:</p> <ul style="list-style-type: none"> <li>- Engaging with the 6 Principles of Nurture and establishing a core practice model for our establishment, with a view to ensuring pupils feel safe and ready to learn</li> <li>- Establish a targeted support model using wellbeing information</li> <li>- Establish a whole-school in-class wellbeing support strategy using the GMWP (Glasgow Wellbeing and Motivation Profile) handbook and in line with OCTNF (Our Children Their Nurturing Future)</li> </ul> <p>GIRFEC/ Wellbeing Indicators:</p> <ul style="list-style-type: none"> <li>✓ Refresher training in the GIRFEC process in our school, in-line with the National Practice Model</li> <li>- Use of GMWP (Glasgow Wellbeing and Motivation Profile) data (pupil questionnaires) to enhance the tracking of wellbeing and support identification of need as well as track impact of interventions/ supports</li> <li>- Using wellbeing data from questionnaires, Boxall Profile assessments, observations and prior knowledge of learners to identify who needs targeted wellbeing support</li> <li>- Timetabling one-to-one/ small group support led by the Nurture Assistant</li> </ul> <p>Learners in school / Increase in Attendance:</p> <ul style="list-style-type: none"> <li>✓ Sharing of authority's aim for 90% attendance and information about impact of low attendance</li> <li>- Monthly attendance reports to parents</li> </ul>	<p>Jacqui Shields (Head Teacher)</p> <p>Heather Archibald (Nurture Assistant)</p>	<p>June 2024; December 2024</p> <p>October/ November 2024</p> <p>August 2024</p> <p>September/ October 2024, (January 2025), April 2025</p> <p>October 2024</p> <p>October 2024 – monthly – May 2025</p>	<p>All staff will have an understanding of the impact trauma/ perceived trauma can have on an individual and within their practice support this in a trauma-informed way. Staff survey after training input will confirm this.</p> <p>A school nurture policy – including trauma-informed practice – where pupil wellbeing is tracked and supported, offering consistency in approach for all learners thus impacting their views of themselves in school – as evidenced by GMWP questionnaires</p> <p>GMWP data and Boxall Profiles will show an improvement in learners' wellbeing, with their ratings for each area increasing and overall scores in their feelings of Agency, Autonomy, Affiliation and Healthy &amp; Safe gradually increasing.</p> <p>All staff will have a clear understanding of the national GIRFEC procedures</p> <p>Attendance rates will improve (aim for more than 45% of learners attending overall 95% or more [increase of 5%], as well as 85 % of learners above 90% overall attendance [increase of 8%]), as shown by monthly monitoring using overall attendance data.</p>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><b>Pupil Voice</b></p> <p>Establish 4 new House Teams – with every learner allocated to one</p> <p>Select House Captains and Vice Captains (from upper primary pupils) to lead each House Group</p> <p>Identify staff to support each House Team and allocate a remit for each House Team to lead-</p> <ul style="list-style-type: none"> <li>- Reading School Award</li> <li>- Rights Respecting School Award</li> <li>- Health &amp; Wellbeing/ School Sports Award</li> <li>- Laudato Si</li> </ul> <p>House Captains and Vice Captains will meet regularly (twice a term) with the Head Teacher and lead elements of House Team Meetings, using the pupil self-evaluation tool, hgiOURs (How Good Is OUR School) to evaluate the school and how to make it even better.</p> <p>Include the view of pupils on the selection of revised School Values (as well as consulting with staff and parents/ carers)</p>	<p>Jacqui Shields (Head Teacher)</p> <p>Olivia O'Donnell (Reading School Lead/ Class Teacher)</p> <p>Beth Standaloft (Rights Respecting School Co-ordinator/ Class Teacher)</p> <p>Leigh O'Donnell (Sports Award Leader)</p> <p>Heather Archibald (Nurture Assistant)</p> <p>Sandra Maitland (Laudato Si Lead/ Principal Teacher)</p>	<p>May 2025</p>	<p>All pupils and staff will be involved in driving improvements in our school and be able to talk about what their involvement is and the impact it has on our school</p> <p>Accreditation from external agencies including:</p> <ul style="list-style-type: none"> <li>- Reading School CORE Level Award</li> <li>- Rights respecting School GOLD Award</li> <li>- School Sports Award</li> <li>- Laudato Si School</li> </ul> <p>Pupils will be able to talk about our school values and their input in revising them.</p>

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2024 - 2025
<b>Developing in Faith</b> (Denominational Schools only)		Title: Develop Knowledge and Understanding of the Faith Journey of Children in a Catholic Primary School
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<b>Developing in Faith Themes</b> <ul style="list-style-type: none"> <li>DiF 1 Honouring Jesus Christ as the way, the truth and the life</li> <li>DiF 2 Developing as a community of faith and learning</li> <li>DiF 3 Promoting gospel values</li> <li>DiF 4 Celebrating and worshipping</li> <li>DiF 5 Serving the common good</li> </ul>	
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"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and family learning</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Link up with other Catholic Schools in the local authority to keep up to date with new developments, resources and opportunities and share practice.</p> <p>Promote more whole-school faith events, including families and parish members</p>	<p>Jacqui Shields (Head Teacher)</p> <p><i>Supported by Father Jarek (Parish Priest)</i></p>	<p>June 2024, October 2024</p>	<p>There will be more consistent embedding of Catholic School practice overall, including praying and singing at whole-school assemblies (weekly)</p> <p>Families and wider parish will support faith events in school and in church</p>
<p>Teaching staff to carry out professional learning for Catholic Teachers (CREDL) / Teaching in Catholic Schools</p> <p>Commence the Pope Francis Faith Award in P6 (2 year journey)</p> <p>Use Paisley Diocese curricular planners</p>	<p>Olivia O'Donnell (P5/6/7 Class Teacher)/ Rebecca McDade/ Sarah-Jayne Gorman (RCCT Teachers)</p>	<p>September 2024</p> <p>October 2024</p> <p>August 2024</p>	<p>Teaching Staff responsible for teaching Religious Education will have clear understanding of the relevance and guidance through using the curriculum - This Is Our Faith (TIOF) and Paisley Diocese planners.</p> <p>Most pupils will demonstrate knowledge of religious teachings – through learner discussions and observations</p>
<p>Make a commitment to be a Laudato Si School and develop a shared understanding of our common goal to look after the Earth</p>	<p>Sandra Maitland (Principal Teacher/ Laudato Si Lead)</p>	<p>October 2024</p>	<p>Most pupils will show an understanding of the message Pope Francis made in the Encyclical Letter, Laudato Si, and be able to say what actions they can take to look after our common world.</p>
<p>Revisit the school values – with reflection on Gospel Values</p>	<p>Jacqui Shields (Head Teacher)</p>	<p>October 2024</p>	<p>New/ Revised school values will be known by all pupils and staff</p>
<p>Use Developing in Faith Self-Evaluation tool to establish progress in our school's commitment to promoting knowledge and understanding of Catholic faith</p>		<p>April 2025</p>	<p>Evaluate our school using the Catholic school self-evaluation tool (Developing in Faith/ DIF), identifying clear action points for further improvement.</p>

**Pupil Equity Funding | Planning and Reporting**

School Name: St Andrew's Primary School

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

St Andrew's Primary is a rural school, located on the Isle of Bute. We are positioned in the centre of the town.

While we are a denominational school, many of our learners are not Catholic. However, our inclusive ethos means we welcome all faiths and promote respect of all beliefs.

42.7% of our learners are entitled to free schools meals

52% of our learners live in SIMD 1 / 2, 20% live in SIMD 3 / 4 (72% of learners living in SIMD 1-4). Of those learners living in SIMD 1 / 2, 48.7% are on track in all areas of literacy and numeracy. 51.3% of learners living in SIMD 1 / 2, are behind in at least one area of literacy (listening & talking, reading and/or writing) and/ or numeracy.

Over 13% of our pupils are recorded as having significant additional support needs.

Due to the wide spread of abilities and needs of our learners, interventions are spread across all year groups.

**A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.**

## Pupil Equity Funding | Planning and Reporting

Pupil Equity Funding   Planning and Reporting				
<b>What are you planning to do with your PEF Allocation?</b> <ul style="list-style-type: none"> <li>Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.</li> <li>How have you consulted with and involved parents/carers and pupils in the process?</li> <li>Aim and expected impact of proposals.</li> <li>Plans to work in partnership with other schools/local partners/providers, if applicable</li> <li>Link to Our Children, Their Future</li> <li>Link to HGIOS 4 Quality indicators / NIF</li> </ul>		<b>How will progress be measured (what, when and how)?</b> <ul style="list-style-type: none"> <li>How will you know your interventions are having an impact/improving outcomes?</li> <li>Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).</li> <li>Data, new and existing, which will be required.</li> <li>Plans for how data will be collected and reported.</li> </ul>		<b>Identify organiser for proposed intervention/project</b> <ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Leadership</li> <li>Family and Community</li> </ul>
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	Use newly purchased literacy assessments to identify needs of learners and plan targeted interventions to support progress  More regular tracking and monitoring of progress in Literacy, for learners who are not on track (monthly)	Improved literacy attainment		

Continued . . .

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.
Wellbeing	Breakfast Club daily from 8.30am	Pupils come into class ready to learn		
Wellbeing	Nurture Assistant to carry out wellbeing assessments (GMWP and Boxall Profiles), collate wellbeing data and [alongside teaching staff and head teacher] identify learners who will benefit from targeted wellbeing support (one-to-one, small group)	Pupils in school who are more settled, able to regulate and manage in a social learning environment. Increase in attendance.		

Resources Identified for Literacy	Plan for Use	Cost
<b>New Group Reading Test (NGRT)</b> A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made	April 2025 End of year to support teacher judgements, compare to progress in previous year, identify any learners who may require further diagnostic assessments to help support literacy needs	Once a Year Cost £6.75 per test/ pupil  80 tests x £6.75 = £540
<b>Phonological Awareness Battery (PhAB2)</b> Accurately identify children who have phonological difficulties and need additional help to process and use the sounds in spoken language. It consists of standardised tests for 6–14-year-olds, each designed to sample different aspects of a child’s phonological processing. The diagnostic nature of the results means that you can use them to inform your teaching and target intervention programmes to a child’s specific needs to improve their underlying literacy skills.	As required for learners who are not on track in literacy	£235
<b>Dyslexia Portfolio</b> Evaluate literacy, processing and memory skills; using nine subtests to develop a detailed profile of an individual’s strengths and challenges, and to identify and support particular areas of difficulty in literacy learning.	As required for learners who, despite intervention, still struggle to make progress in literacy	£285
Resources Identified for Literacy	Plan for Use	Cost
<b>Boxall Profile</b> An evidence-based tool supporting a whole school approach to assessing and addressing children and young people’s social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. Includes online access to Assessment and Learning Plans and course for up to 10 staff members on how to use the tool.	Twice a year, for individuals identified as possibly benefiting from targeted wellbeing/ nurture support. The Boxall Profile will be used to measure a baseline, identify what strategies will help and then inform the generation of a plan. Then after interventions, be repeated to measure impact.	Annual Subscription £276
TOTAL		£1,336

Resources to Support Numeracy	Plan for Use	
<b>GL Numeracy Assessments</b>	End of year assessment to track progress and identify supports for coming year	Once a Year Cost £6.50 per test/ pupil  80 tests x £6.50 = £520
<b>New Mathematics Scheme</b>	P2 – P7 to use a progressive framework to ensure consistency of practice and develop active learning approaches to establishing firm concrete, pictorial and abstract understanding of concepts	£5000
Staff Support for Wellbeing	Plan for Use	Cost
Breakfast Club Classroom Assistant	Breakfast Club (5 mornings – from 8.30am)	£1,962.13
Nurture Assistant	5 hours a week directly working with pupils & 2 hours admin	£22,769.50
Resources to Support Wellbeing	Plan for Use	Cost
Fruit £10 per week x 40	Breakfast food items	£400
Bread and butter £10 per month		£110
Mini-bus hire £100 per class	Transport to Forest School / Outdoor Learning Activities	£400
Swimming Lessons for every pupil	Live Argyll/ Rothesay Leisure Centre	£400
Residential Trip / Outdoor Learning Activities Approx. £200 per pupil		£2000
After School Clubs/ Activities (Staffing costs- £20 an hour x 40 weeks)	Weekly After School Clubs: - Taster sessions for community clubs - Multi-Sports Activities	£800
<b>OVERALL TOTAL</b>		<b>£35,697.63~</b>

~ £503.37 of PEF total not allocated to ensure approximate costs are covered in full

## 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
Staff Member	Nurture Assistant 27 hours a week (April 2024 –End of June 2025) £22,769.50	May 2023	June 2025	years months
Staff Member	Classroom Assistant Breakfast Club, 2.5 hours a week [April 2024 – End of June 2025] £1,962.13	August 2021	June 2025	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 type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input 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 checked="" type="checkbox"/>

Spend Details	Carry Forward 2023 - 2024	PEF Allocation 2024 - 2025
Staffing	£ 12,926.00*	£ 23,275.00*
Supported Study		
Resources	Mid-Year Spend checkpoint (Dec-Jan)	Final spend (End of Session)
Purchased/Commissioned Services	Identify any significant changes in expenditure.	Identify any significant changes in expenditure.
Other	£	£

**\*PEF TOTAL = £36,201**

