

Education Resources  
Curriculum and Quality Improvement Service  
School Improvement Plan and Standards and Quality 2023/24

*Greenhills Primary School and Nursery Class*

# Greenhills Primary School and Nursery Class



## Improvement Plan & Standard and Quality Report 2023-2024

Strategic Priority	Year 1	Year 2	Year 3
1.	<b>Literacy</b> Develop a consistent approach gross/fine motor skills/handwriting. Audit and review of teaching of spelling to increase attainment for all in literacy.	<b>Literacy</b> Develop writing in the curriculum with a focus on equity and equality.	<b>Literacy</b> Develop a consistent use of writing across the school to increase staff and pupil confidence and raise attainment in Writing.
2.	<b>Numeracy</b> Develop a consistent use of early level maths recovery across the nursery and school to increase staff and pupil confidence to raise attainment in Numeracy.	<b>Numeracy</b> Develop a consistent use of first level maths recovery across the school to increase staff and pupil confidence to raise attainment in Numeracy.	<b>Numeracy</b> Develop a consistent use of second level maths recovery across the school to increase staff confidence and pupil confidence to raise attainment in Numeracy.
3.	<b>Equity and Equality</b> Improve attendance and participation for target group of learners to close the attainment gap in Literacy and Numeracy	<b>Equity and Equality</b> Identify strengths of attendance related to targeted individuals and identify next steps	<b>Equity and Equality</b> Attendance should be embedded in school target identified year 2.
4.	<b>Pupil Voice</b> Enhance Pupil Voice throughout the school to develop pupil engagement and raise attainment and achievement.	Identify one effective feature of pupil engagement identified in May 2024 through rigorous self-evaluation and identify curricular area to raise attainment	Identify one effective feature of pupil engagement identified in May 2025 through rigorous self-evaluation and identify curricular area to raise attainment.

## Context of school

Greenhills Primary School and Nursery Class is a non-denominational, co-educational school situated with the Greenhills area of the East Kilbride and serves pupils from 3-12 years of age. The nursery operates within the 1140 hours and can cater for 54, 3–5-year-olds. The current school role August 2023 is 219 pupils, which comprises of 157 primary 1-7 children in our mainstream and 62 children in our 8 ASN bases. Our nursery role is 30.

At Greenhills Primary School and Nursery Class learning is at the heart of all we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a “can do” attitude, which enables everyone to reach their full potential. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-assessment: Ensuring children are supported in their learning through our attachment informed practice, nurture and skills-based planning to ensure skills for learning, life and work. Our play-based learning has moved into primary 3 this session and encompasses these skills. Strong working partnerships within the school and with external agencies enables us to target individual support for our pupils. needs.

We work in partnership with our parent/carers and the wider community to ensure we are ready, respectful and safe in all areas of our lives.

This session our Pupil Council has updated our Vision, Values and Aims, seeking the views of pupils, parents, staff and the wider community. This will begin in session 2023-2024:

### **Vision**

In Greenhills Primary School and Nursery Class we are inclusive in how we support each other to learn, be happy, and strive to reach our full potential as we journey through life.

### **Values**

- Achieve
- Believe
- Create

### **Aims**











All pupils are ready for learning, respectful and safe within Greenhills Primary School and Nursery Class.

This session we are working towards our Silver Reading Schools Accreditation for Literacy, beginning the journey towards our 5<sup>th</sup> Eco Flag and Financial School Award.




As part of the Duncanrig Learning Community, in 2023-20234 we are focusing on collegiate working through Moderation of Writing to aid the attainment of writing across the learning community.

## School Level Data




### School Profile

		1 HT		2 DHT		3 PT		22.6FTE Teachers		23.4FTE Support Staff		FTE Family Support Worker	
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD 1/2		
226	 41.6%	P1	P2	P3	P4	P5	P6	P7	 31.3 %	8 %	 3.4 pupils		
	 58.4%	22	40	27	38	25	23	36					
Attendance 		Exclusion (Number of openings per 1000 pupils) 			Care experienced (Recorded as LAC) 			ASN 		EAL 			
20/21 %		20/21 0			20/21 %			20/21 %		20/21 %			
21/22 89.5%		21/22 0			21/22 %			21/22 %		21/22 %			
22/23 90.9%		22/23 112			22/23 1.7%			22/23 53.2%		22/23 3.9%			

### Nursery Class Profile

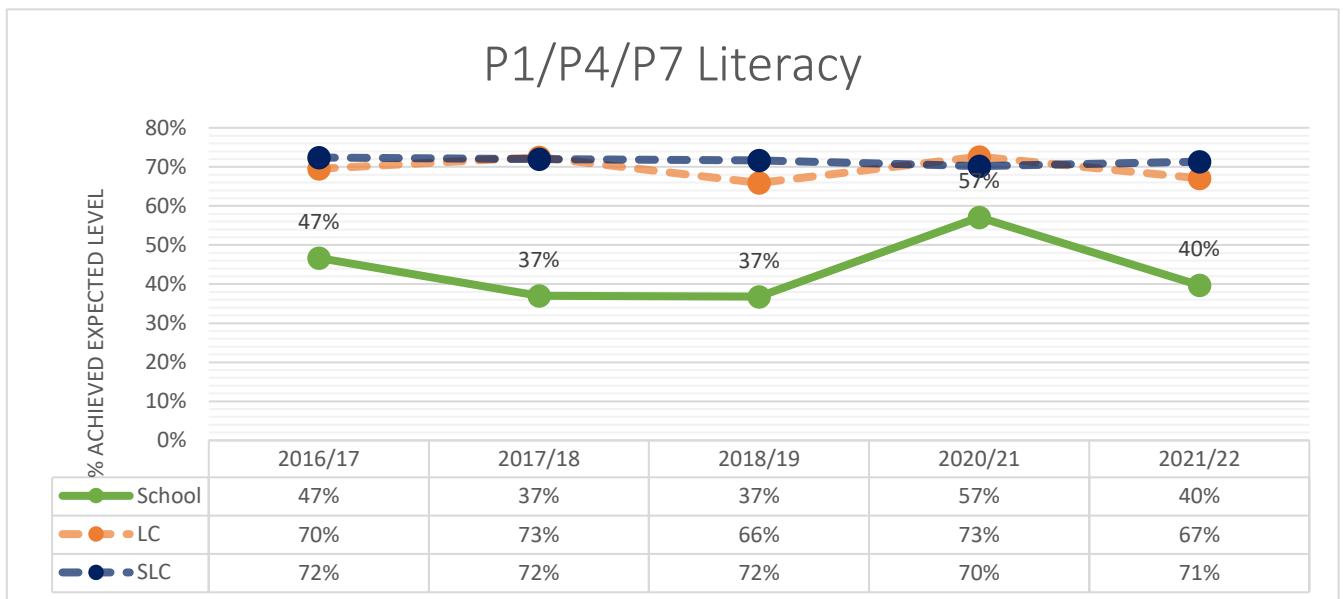
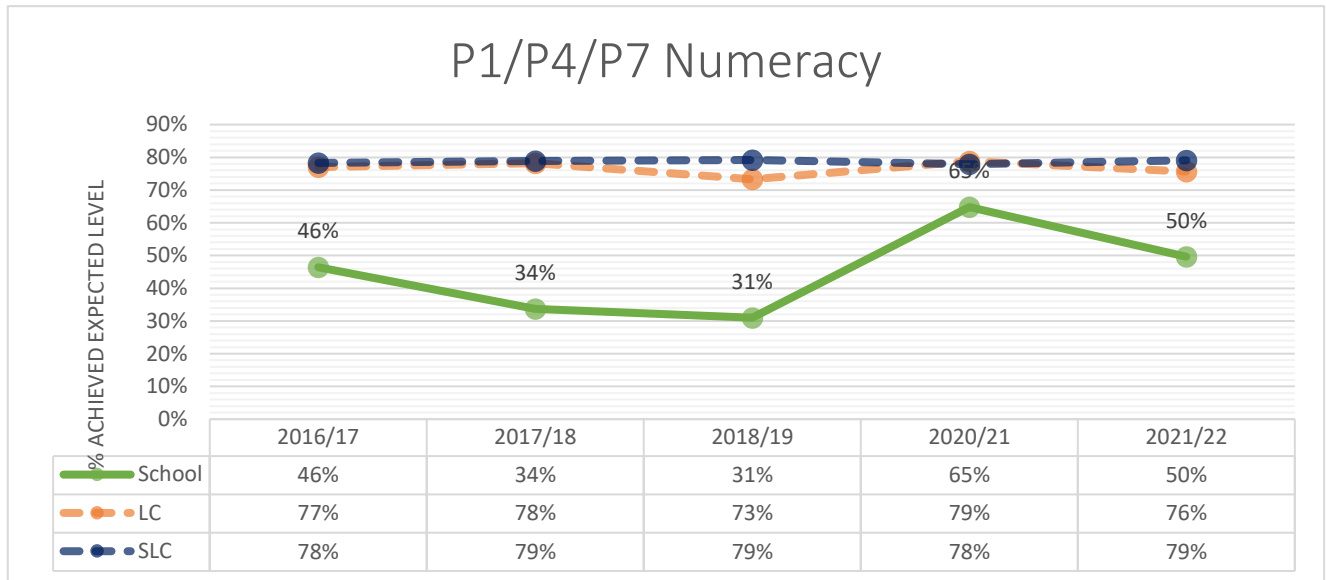
	1 EYD	1 TL	6 EYPs	1 EYSW	Nursery roll 47		N4	9
							N5	17
							Deferred	2

### ASN Base Profile

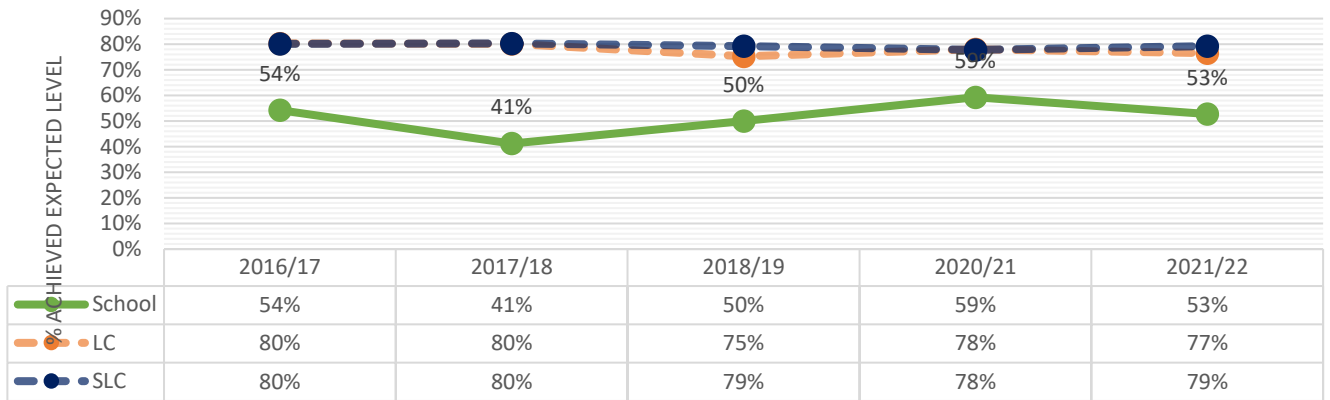
	1 DHT	2 PT	8 CTs	15.5SSA	Base roll 64						
					P1	P2	P3	P4	P5	P6	P7
					18	6	15	4	6	7	8

## Performance data - ACEL

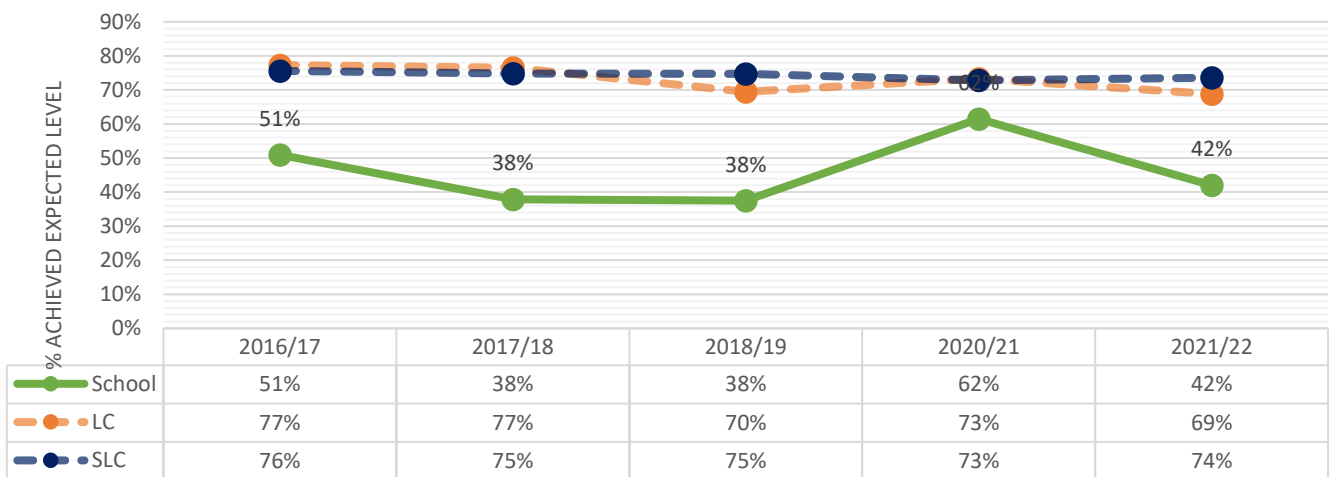
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.



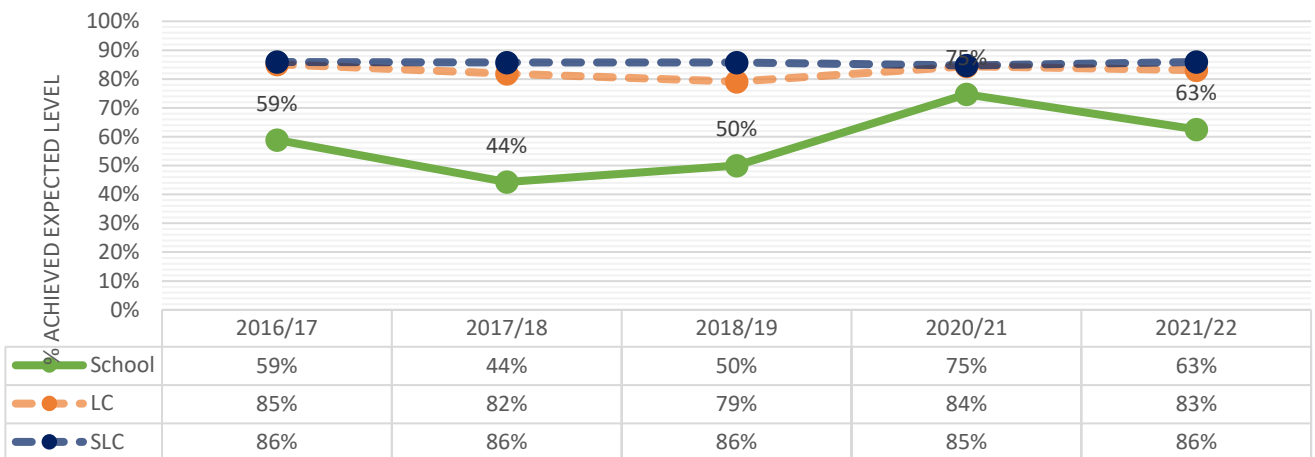
## P1/P4/P7 Reading



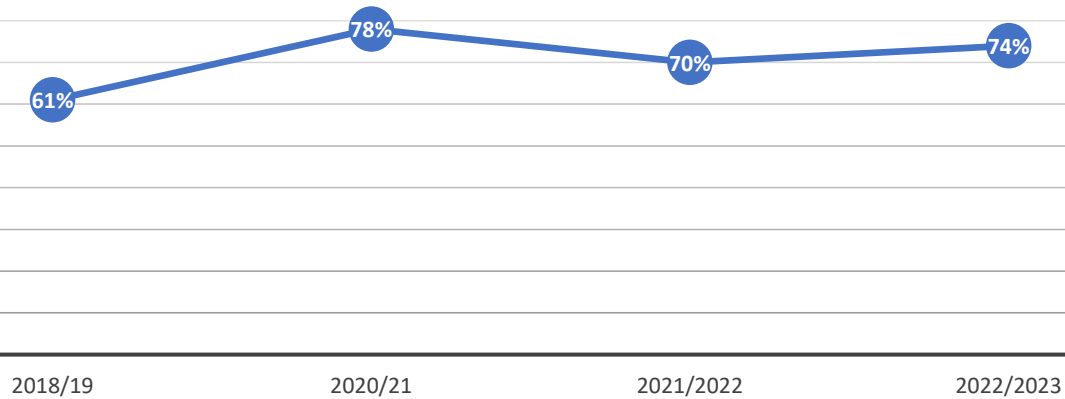
## P1/P4/P7 Writing



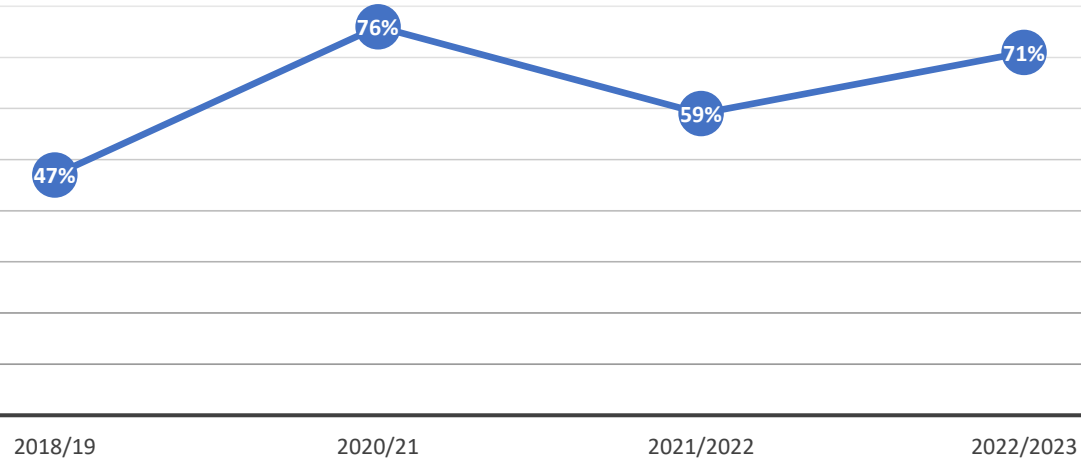
## P1/P4/P7 Listening & Talking



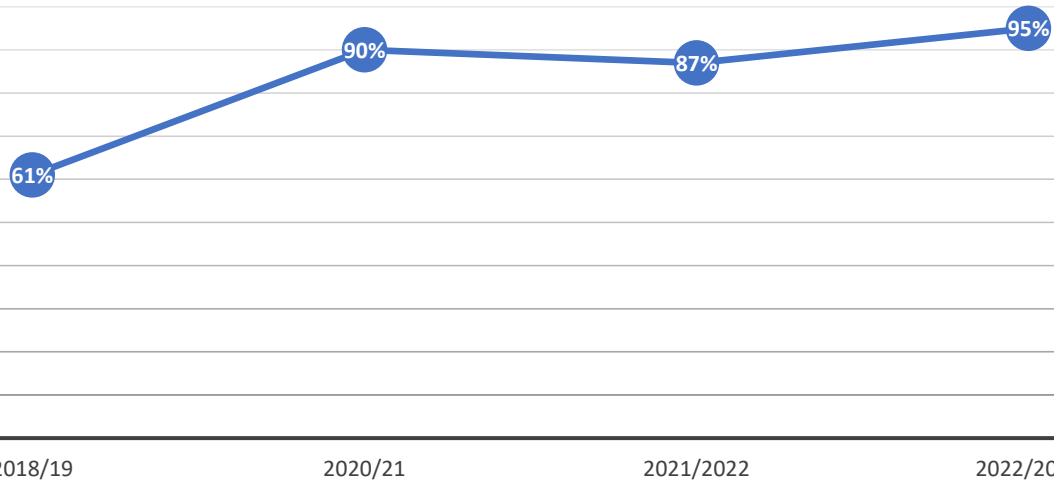
## P1, P4, P7 Mainstream Numeracy



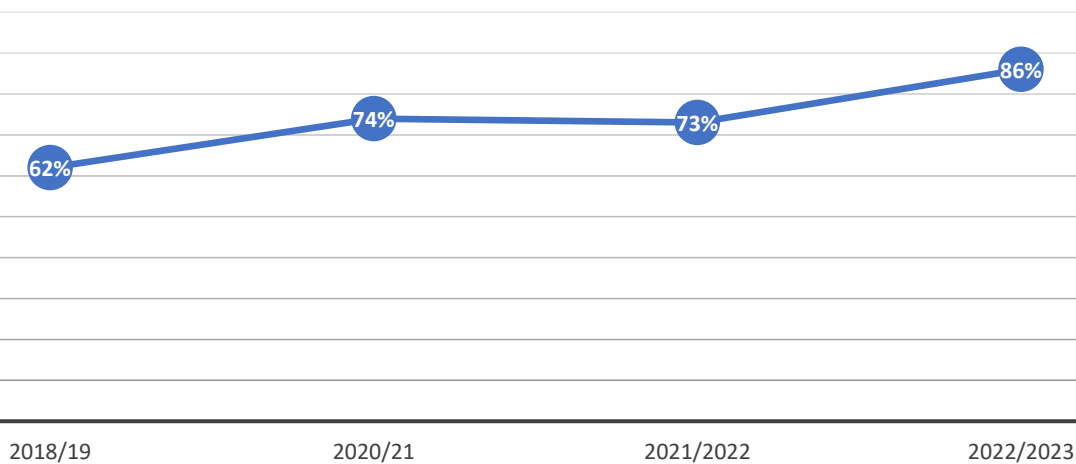
## P1, P4, P7 Mainstream Literacy



### P1, P4, P7 Mainstream Listening and Talking

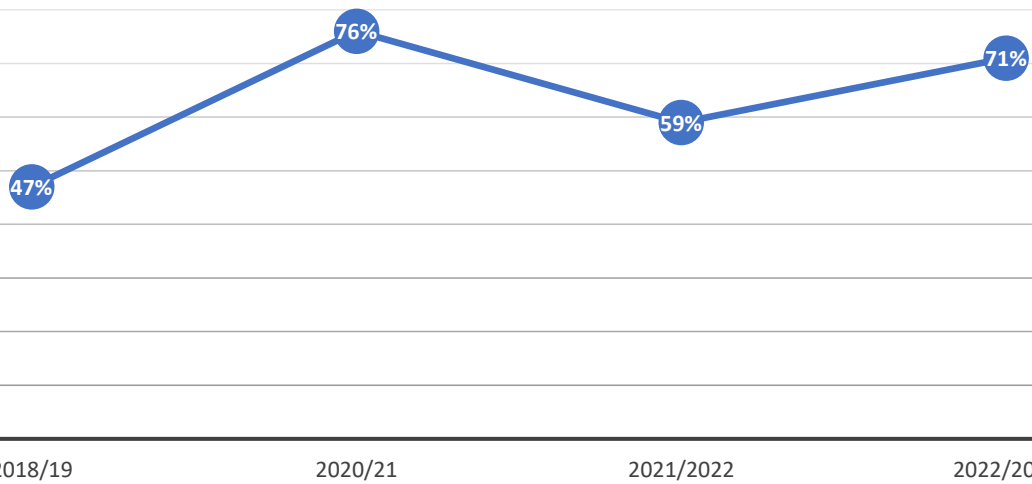


### P1, P4, P7 Mainstream Reading



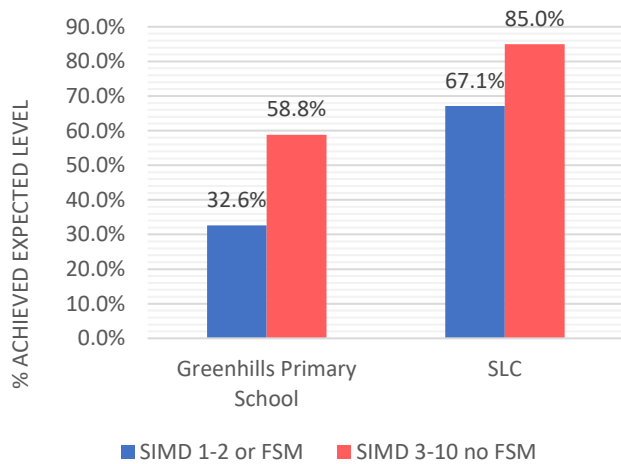


## P1, P4, P7 Mainstream Writing

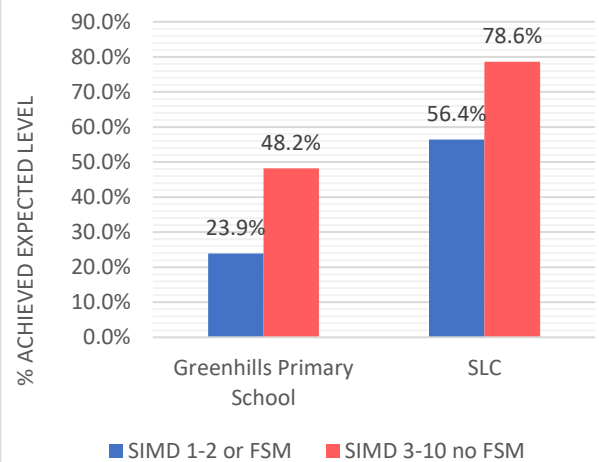


### Performance data - Closing the Gap

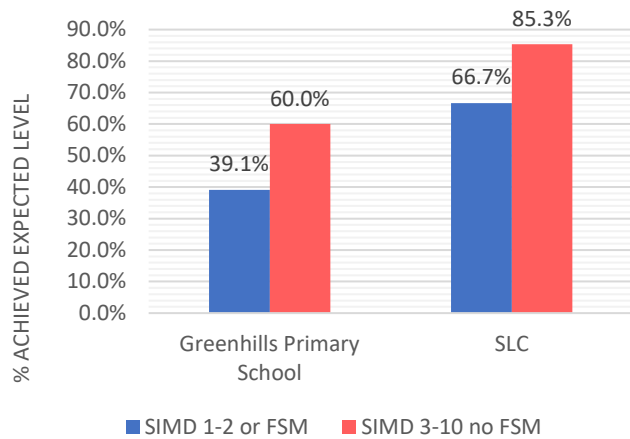
#### P1/P4/P7 Numeracy



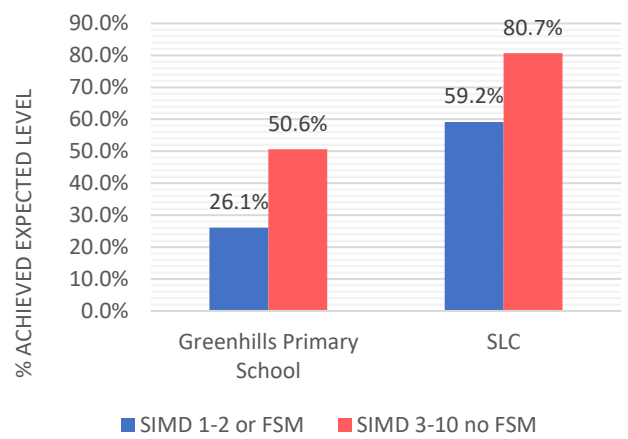
#### P1/P4/P7 Literacy



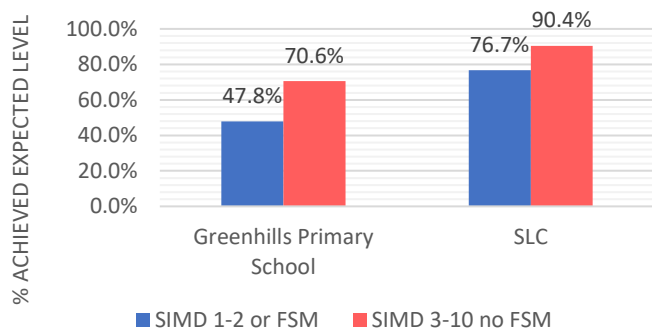
### P1/P4/P7 Reading



### P1/P4/P7 Writing



### P1/P4/P7 Listening & Talking



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

<p><b>NIF Priority (select from drop down menus)</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>Curriculum and assessment School and ELC improvement</p>	<p><b>SLC Priority (select from drop down menus)</b></p> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Ensure inclusion, equity and equality are at the heart of what we do</p>	<p><b>SLC Stretch Aims</b></p> <p>ACEL Primary – literacy – P1, P4 &amp; P7 combined</p> <p>Choose an item.</p>	<p><b>HGIOS?4 QIs (select from drop down menus)</b></p> <p>2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p> <p><b>HGIOELC QIs (select from drop down menus)</b></p> <p>2.4 Personalised support 2.3 Learning teaching and assessment 3.2 Securing children’s progress</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Self-evaluation has identified that the standards of presentation of pupils work has decreased and we need to ensure pupils have the relevant dexterity to be able to mark make/write correctly,	<ol style="list-style-type: none"> <li>Staff to have enhanced understanding of how to develop fine and gross motor skills.</li> <li>Staff to have greater confidence in identifying targets for individual pupils. (Sept 23 - May 24)</li> <li>By May 2024 staff will be skilled in their understanding of pupils next steps.</li> <li>By May 2024 pupils will have progressed evidence first and last assessment.</li> </ol>	<p><b>Nursery/Early Level</b></p> <ol style="list-style-type: none"> <li>Staff develop professional reading alongside training from Jane Black OT of fine and gross motor skills.</li> <li>Identification of pupils to be part of the targeted intervention group in nursery and early year.</li> <li>Program to develop gross and fine motor skills in pupils.</li> </ol>	<ol style="list-style-type: none"> <li>Increase in staff understanding of fine and gross motors skills. (Staff views/ pre/post)</li> <li>Staff to assess fine and gross motor skills termly using Gross and Fine Motor skills extracted from Early Years Assessment Profile.</li> <li>Termly tracking conversations as per Quality Assurance Calendar and next steps identified.</li> <li>Compare and contrast assessment from Sep/March</li> </ol>	Team Leader – Jen Phin & SLT
	<ol style="list-style-type: none"> <li>All pupils to have method of communication appropriate to their literacy levels.</li> </ol>	<p><b>Whole School (identified pupils)</b></p> <ol style="list-style-type: none"> <li>Staff to develop professional learning in identifying appropriate strategy to meet individual needs (Specialist Support Teacher for</li> </ol>	<p><b>Whole School</b></p> <ol style="list-style-type: none"> <li>Identify resources to meet pupils literacy needs e.g.ICT/Hand strengthening/ Literacy Consultation, etc</li> </ol>	ASN DHT Vicky Murray

<p>Use of both summative and formative data has shown a dip in spelling levels and abilities across the school. Our next step is to further develop spelling pedagogy in order to raise attainment for all but particularly those in SIMD 1 and 2</p>	<ol style="list-style-type: none"> <li>1. Staff to have enhanced understanding of how to teach handwriting</li> <li>2. Writing programme to be agreed across the school.</li> <li>3. Staff to have greater confidence in identifying targets for individual pupils. (Sept 23 - May 24)</li> <li>4. By May 2024 staff will be skilled in their understanding of pupils next steps.</li> <li>5. By May 2024 pupils will have progressed evidenced first and last assessment.</li> </ol> <p><b>School Spelling</b></p> <ol style="list-style-type: none"> <li>1. Staff to have enhanced understanding spelling pedagogy</li> <li>2. Professional discussion around September data and identifying next steps for individuals/class.</li> <li>3. Staff to have greater confidence in implementing spelling programmes.</li> <li>4. By May 2024 staff will be skilled in their understanding of pupils next steps and school policy updated accordingly</li> <li>5. Pupils attainment in spelling increase across the school.</li> </ol>	<p>Literacy Consultation, OT, SALT, Call Scotland, SCERTS)</p> <ol style="list-style-type: none"> <li>2. SCERTs programme / Call Scotland in place for identified pupils.</li> <li>3. Ongoing review of progress and identifying next steps for learner. (Meetings with External Agencies, Parent/Carers)</li> </ol> <p><b>Early/First/Second Level</b></p> <ol style="list-style-type: none"> <li>1. Professional Reading around teaching of handwriting.</li> <li>2. Staff to review school handwriting programme.</li> <li>3. Identification of pupils next steps</li> </ol> <p><b>School Spelling.</b></p> <ol style="list-style-type: none"> <li>1. Audit of spelling pedagogy across the school.</li> <li>2. Development of use of data at class level.</li> <li>3. Professional reading - spelling pedagogy.</li> <li>4. Implementation of spelling pedagogy identified appropriate to individuals learning styles.</li> <li>5. Review of process at end of session and update school policy.</li> </ol>	<ol style="list-style-type: none"> <li>2. Achievement of targets within ASP/ SCERT's programme, including review meeting with parent/carers to identify next steps.</li> <li>3. ASP's updated with agreed next steps.</li> </ol> <p>.</p> <ol style="list-style-type: none"> <li>1. Staff monthly self-evaluation of teaching of handwriting.</li> <li>2. Termly Monitoring and Tracking conversations including jotter monitoring.</li> <li>3. Observed lesson x 2</li> </ol> <p><b>School</b></p> <ol style="list-style-type: none"> <li>1. Class teachers to complete spelling audit</li> <li>2. Class spelling data overview. Compare and contrast SWST results May 2023 to September 2023.</li> <li>3. Identify next steps in learning.</li> <li>4. Termly class observations and tracking conversations.</li> <li>5. Review Spelling data May 2023</li> </ol>	<p><i>ASN PT – Carolyn Matteo</i></p> <p><i>Literacy Co-ordinator Gail Wilson</i></p>
---	---	---	---	---

	By May 2024, increase attainment in Literacy by 2% (BSquared/CfE)			
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

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

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Ensure inclusion, equity and equality are at the heart of what we do  <b>Support children and young people to develop their skills for learning, life and work</b></p>	<p><b><u>SLC Stretch Aims</u></b>  <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b> <b>Cost of the School Day</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement <b><u>HGIOELC QIs (select from drop down menus)</u></b> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning teaching and assessment</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><b>Numeracy</b> Thorough robust analysis of ACEL data (50% whole school, gap 26% and 74% mainstream) and a review of staged intervention paperwork: Evidence highlights that a number of numeracy interventions were taking place across the school. Attainment in P1/P2 is currently 80% but dips in P5. Our aim is to implement Maths Recovery training for all staff beginning at Early</p>	<p><b>Assessment for Maths – Whole School</b></p> <ol style="list-style-type: none"> <li>Staff have greater confidence in using data to identify targeted pupils for intervention (Sept '23)</li> <li>All Staff (T &amp; SSA) to become more confident in use of Assessments for Maths by Jan. '24</li> <li>Implementation of assessment for Maths within the classroom to aid attainment in numeracy</li> </ol> <p><b>Maths Recovery – Early Level</b></p> <ol style="list-style-type: none"> <li>Develop early years staff understanding of pedagogy used in Maths Recovery (By Dec.'23)</li> <li>By beginning of September, Peer observations will begin to take place by nursery staff in P1 and P2 classes</li> <li>Further enhance staff understanding of MR to aid</li> </ol>	<ol style="list-style-type: none"> <li>Teachers analyse pupil data and identify targeted pupils for intervention (Sept '23)</li> <li>Staff to attend inhouse training, discuss implementation of assessment strategies and begin implementation in class setting.</li> <li>Early Level Planners updated to reflect maths recover activities.</li> </ol> <ol style="list-style-type: none"> <li>Staff member will be trained in Early Level Maths Recovery (1 mainstream and 1 ASN).</li> <li>10 week programme of peer observations (Nursery /P1)</li> <li>Early Level Planners updated to reflect Maths Recovery teaching activities.</li> <li>Review Planners May '24</li> </ol>	<ol style="list-style-type: none"> <li>Monitoring of intervention, baseline assessments</li> <li>Tracking and Monitoring discussion X 3</li> <li>Pre/Post training evaluation to show improvement in staff confidence and knowledge.</li> </ol> <ol style="list-style-type: none"> <li>Staff to complete self-evaluation pre and post training identify next steps</li> <li>Tracking and Monitoring including learning journals x3</li> <li>ACEL data for identified pupils.</li> </ol>	<p><i>J Walker</i> <i>T Tyrell</i></p> <p><i>SLT</i></p>

<p>level, targeting identified pupils in P1/2. As well as training all staff in Assessment for Maths.</p> <p>To ensure that we are building skills to develop young workforce and lifelong learning, our aim is to begin to raise awareness of Financial Education across all classes.</p>	<p>learners by updating planners to reflect MR teaching activities</p> <p><b>Financial Planning</b></p> <ol style="list-style-type: none"> <li>1. By Jan '24 staff will be trained in Financial Education.</li> <li>2. Pupil understanding of Financial Education developed with a focus on Learning, life and work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial Training Programme – Whole School</li> <li>2. Staff Financial planners to be created and given out to staff to review and amend.</li> <li>3. All classes will have participated in Financial Education week, encompassing variety of activities to develop financial education skills.</li> <li>4. Identify a Youth Enterprise Financial Champion (Staff member)</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre/Post evaluations will show increase staff knowledge and confidence in delivering financial education.</li> <li>2. Tracking and Monitoring meetings will show use of planners, BSquared and impact on world and how staff are making links with financial education.</li> <li>3. Robust evaluation of data from Financial Education Week (All stakeholders) Staff member will complete training to become Financial Education Champion and submit evidence for this.</li> </ol>	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

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

<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.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>School Lead</b>
After robust analysis of our 2022/23 Attendance data, our gap is still 4.69% however, our overall attendance has increased. We still have a number of learners below 70% and a number of learners between 80%-90%. Through targeted interventions this session, we were able to raise the attendance of pupils and we aim to continue this in session 2023/24.	<ol style="list-style-type: none"> <li>By May 2024, overall school attendance will have increased compared to session 2022/23 (more info to follow once we have data)</li> <li>By May 2024, our gap between SIMD 1 and 2 +FSM, will close to 4.5pp.</li> <li>By May 2024, number of pupils below 70% will have reduced from 6 to 3.</li> <li>By May 2024, targeted group of 10 pupils' attainment will rise from below 80% to above 90%.</li> </ol>	<ol style="list-style-type: none"> <li>Key learners to be identified to improve attendance.</li> <li>Engagement with parents for pupils below 70% to start from August – strategies to reduce barriers to learning to be key focus.</li> <li>Engagement with parents of targeted pupils</li> <li>All staff to receive regular updates regarding attendance to monitor pupils in class.</li> <li>Staged Intervention and ASP paperwork in place for pupils who require it.</li> </ol>	<ol style="list-style-type: none"> <li>Analysis of Attendance data will show an increase in overall attendance compared with session 2022/23</li> <li>Analysis of poverty gap related to attendance will close to 4.5pp or below.</li> <li>Attendance data for targeted pupils will increase to above 90%.</li> <li>Attendance data for number pupils below 70% will improve and rise above 70% for 3 pupils.</li> </ol>	<i>Jenni Walker</i> Attendance  <i>Equity Gail Wilson</i>  SLT



<p>Robust analysis of our data shows that a number of pupils are off track for writing and spelling in P2 (2 pupils) P3 ( 2 pupils) and P6 (3 pupils). Our aim is to put targeted interventions in place to raise attainment of 2 pupils in P3 and 3 pupils in P5</p>	<ol style="list-style-type: none"> <li>1. By end of August, timetable of support will be in place for identified pupils with clear targets for learning.</li> <li>2. By May 2024, identified pupils spelling age will have increased between 3-6 months</li> <li>3. By May 2024, number of identified pupils will be on track in Writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Timetable of intervention to be created between class and PEF teacher for pupils.</li> <li>2. Discussion over key areas of focus on to be carried out and agreed plan for interventions to be put in place.</li> <li>3. Focus on key skills needing to be developed</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Assessments every 6 weeks to monitor pupil progress against key outcomes.</li> <li>2. Discussions at T and M meetings to monitor progress.</li> <li>3. Intervention monitoring discussions on termly basis to assess impact and make any changes.</li> <li>4. Teacher observations on weekly basis.</li> </ol>	
<p>Robust analysis of our data shows that a number of pupils are off track in Numeracy at key stages – P5 (2) pupils) Our aim is to put in targeted interventions to raise the attainment of identified pupils above.</p>	<ol style="list-style-type: none"> <li>1. By end of August, timetable of support will be in place for identified pupils with clear targets for learning.</li> <li>2. By December 2023, pupils will be less than</li> <li>3. By May 2024, number of identified pupils will be on track in Numeracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Timetable of intervention to be created between class and PEF teacher for pupils.</li> <li>2. Discussion over key areas of focus on to be carried out and agreed plan for interventions to be put in place.</li> <li>3. Focus on key skills needing to be developed.</li> </ol>	<ol style="list-style-type: none"> <li>1. PT Maths assessments to be carried out Aug and then May to track improvement</li> <li>2. Checkups/ Regular assessments to be completed to track pupil progress against key outcomes.</li> <li>3. Discussions at T and M meetings to monitor progress.</li> <li>4. Intervention monitoring discussions on termly basis to assess impact and make any changes.</li> <li>5. Teacher observations on weekly basis.</li> </ol>	
<p>We are keen to continue to improve our parental engagement in school since Covid. Attendance at whole school events like our HWB evening was strong and we would like to improve on this.</p>	<ol style="list-style-type: none"> <li>1. In term 1, parents will have been invited in to a HWB night with pupils to enable them to access other support services.</li> <li>2. By end of October, identified parents will attend 6 sessions of You+Me Numeracy project.</li> <li>3. By May 2024, parents will have been invited into the classroom to</li> </ol>	<ol style="list-style-type: none"> <li>1. HWB night to be organised in school with access provided to other key services that can assist parents such as Citizens advice, social security etc</li> <li>2. You+Me parents to be identified and begin learning sessions. Sessions to be carried out over 6 weeks.</li> <li>3. Date for Financial education focus to be decided and date for</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance to be monitored at HWB event to compare to other events.</li> <li>2. Feedback questionnaires from parents to assess impact and effectiveness.</li> <li>3. Pre/Post questionnaires to see improvements in parental confidence and knowledge with number.</li> </ol>	

<p>In our most recent survey about this session 72 respondents (34% of school roll) agreed or strongly agreed that the school provided key events where they can learn with their child. Our aim is to improve this to reach more of our parents and carers and improve their interaction with the school.</p> <p>Diversity</p>	<p>work alongside their child for Numeracy.</p> <ol style="list-style-type: none"> <li>1. By August 2023, a theme for diversity will be decided and parents will be informed and consulted on this.</li> <li>2. By May 2024, all classes will have participated in novel study based on diversity theme.</li> </ol>	<p>parents to attend learning afternoon.</p> <ol style="list-style-type: none"> <li>1. In partnership with the library, key texts will be identified under different diversity themes to be covered by classes.</li> <li>2. Theme to be decided and parents to be consulted.</li> <li>3. Classes to select text based on theme and complete book study in classes</li> </ol>	<ol style="list-style-type: none"> <li>4. Feedback from parents over course of sessions to assess impact and relevance for parents.</li> <li>5. Post event evaluations from parents to show enjoyment and engagement with Numeracy workshop.</li> </ol> <ol style="list-style-type: none"> <li>1. Discussion with staff and library staff.</li> <li>2. Analysis of parent/carers consultation.</li> <li>3. Pupils to identify texts from a selection (Pupils Choice)</li> </ol>	
<b>Progress and Impact</b>				<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>

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

<p style="text-align: center;"><b><u>SLC Stretch Aims</u></b></p> <p style="text-align: center;"><b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b>  <b>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</b>  <b>Cost of the School Day</b></p>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
<i>Analysis of our attendance data shows that we still need to do as much as we can to reduce our attendance gap. To support Parental engagement with the school in attendance and skills for life and work, we plan to have input from Barnardo's 1 or 2 days a week. We will be tackling families whose attendance is below 75%</i>	<i>£9000 Or £18000 tbc</i>	<i>By May 2024, engagement of targeted families will have increased. By May 2024, our attainment gap will have closed by 2.5pp. By May 2024, our attainment % for SIMD 1 and +FSM will have increased by 1%</i>	<i>Barnardos to liaise with families to improve attendance and address any issues at home. Pupils will be supported in school by appropriate interventions – Staged Intervention or ASPs etc. Attendance meetings ongoing throughout the year.</i>	<i>Weekly/monthly attendance data will show increase in targeted pupils. Number of interventions will reduce over session. Number of families engaging with school regarding attendance will increase.</i>		
We recognise that pupils need as many opportunities as possible to express themselves in different ways and gain	£2000 - workshops £1000- panto	By May 2024, all ASN and mainstream pupils will have attended a creativity workshop (where appropriate for pupils).	Workshops to be arranged for pupils to participate in. Workshops to focus on arts, craft and music. Staff to use Leuven scale/Plickers/What I think too as baseline to track pupil	Pupil feedback from arts and crafts activities. Information from What I think tool and Leuven scale/Plickers/What I think tool to track pupil engagement.		

confidence in themselves. We aim to run a creative arts programme for pupils to promote pupil wellbeing and engagement.		By May 2024 we will see increase in pupil engagement in learning.	engagement and need look for improvements			
As part of our commitment to the Cost of School Day, we aim to reduce to cost of school trip so that every pupil can participate fully.	£2000	By May 2024, all pupils, including those in SIMD 1+2+FSM will have the opportunity to attend a school trip.	Reduction in the cost of trips where possible to allow all pupils to attend.	Pupil/Parent feedback around trips. Pupil engagement in learning will show improvement via What I think tool/Leuven Scale/Boxall profiles		
Since Covid we have noticed an increase in the number of pupils require support for their mental wellbeing and an increase in the numbers of distressed behaviours we are seeing in school. Our aim is to provide counselling sessions for identified pupils to support them in improving their mental health	£10000	By May 2024, we will see improvement in mental health and wellbeing of targeted pupils.	In August pupils will be identified by class teacher/SLT to go forward for counselling and parents will be notified. Pupils will begin counselling session and progress will be monitored	Feedback and assessments from Wellbeing counsellor PPRUDB/What I Think Tool/ Plickers information.		
To support our targeted interventions across the school in Numeracy and Literacy and close our attainment gap, we	£66931	By May 2024, we will see an increase in attainment for targeted pupils in areas of Literacy and Numeracy.	In August PEF teacher will meet with CT to discuss areas to be covered in interventions and carry out baselines. PEF teacher will support CT to improve attainment of pupils and monitor these interventions	T and M conversations to monitor progress of pupils. PT Maths/NGRT/Pm Benchmarking data to monitor progress. Mainstream ACEL data.		

aim to employ a PEF teacher						
To support our targeted interventions across the school in Numeracy and Literacy and close our attainment gap, we aim to employ 2 Support Assistants	2x £20700	By May 2024, targeted pupils will have made progress within their targeted intervention.	In August, targeted pupils will be identified and based on needs they have and then placed on appropriate intervention such as Catch up Numeracy, Catch Up Literacy and 5 minute box. Baseline assessments to be carried out SSA will carry out interventions throughout sessions.	Monitor of progress of interventions on a termly basis. PM Benchmarking/PT Maths/SWST scores		
After auditing our resources in Numeracy, we realised we needed to change of main teaching resources to ensure consistency in approach across our school. Our aim was to purchase new resources to support teaching and learning in Numeracy.	£3000	By May 2024, resources across the school in Numeracy will be consistent and pupil engagement in their learning will increase	Resources to be given out to staff and CTA session given over to introducing online resources. Planners update to reflect new resources. Review of impact of resources at end of session.	ACEL Data Review of impact from staff Learning Observations will highlight consistency across the school and increase in pupil engagement.		
	TOTAL SPEND (incl carry forward) £151,720.24 Proposed Planned Spend £144,331.00					
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Health and Wellbeing, Plickers, What I think x2, HWB Event	Mrs Murray	<i>Ongoing throughout the year</i>
Play pedagogy P1 /2	Arbory McNulty	“
Cost of the School Day	Elaine Johnston	“