



Education

Establishment Improvement Plan 2023 - 2024

School Name: ROSNEATH PRIMARY SCHOOL & ELCC

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2023 – 2024

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

- 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

- 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

Strategic Priorities 3 Year Cycle

2023 – 2024:

- Raising attainment in Writing
- Improving the quality of Learning, Teaching and Assessment

2024 – 2025:

2025 – 2026:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Raising Attainment through a refreshed Curriculum Rationale• Ensuring High Quality Play Pedagogy Across Early Level and beyond | | |
|---|--|--|

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		
		Who?	When?	How?
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 & employability/ Developing creativity & skills for life & 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 		
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)	

<p>Raising attainment in writing</p>	<p>Attainment in writing will be raised, this will be evidenced through ACEL data, XBRA progress through level data and teacher assessment</p>	<p>ACEL XBRA Teacher Assessment Forward plans Learning and Teaching observations Staff professional dialogue Learning conversations Jotter monitoring</p>	
<ul style="list-style-type: none"> Improving the quality of Learning, Teaching and Assessment 	<p>All children will have meaningful and engaging experiences and be clear about their own strengths and next steps in learning.</p> <p>There will be equity of experience across the ELC and school, all children will receive a consistently high quality experience.</p> <p>All teaching staff will be more confident in the use of a range of pedagogical approaches</p> <p>All teaching staff will become increasingly skilled at adopting a range of assessment approaches and will use data to inform next steps for each pupil.</p>	<p>Learning and Teaching observations Staff professional dialogue Learning conversations Jotter monitoring</p>	

<ul style="list-style-type: none"> Raising Attainment through a refreshed Curriculum Rationale 	<p>Our curriculum rationale will be informed by the views of all stakeholders</p> <p>Our curriculum will be relevant, stimulating and be relevant to our unique context</p> <p>Learner voice and participation will be at the heart of our curriculum</p> <p>All stakeholders will be able to articulate what our curriculum looks like and the experiences it offers.</p>	<p>Staff professional dialogue</p> <p>Pupil focus groups/dialogue</p> <p>Learning visits/observations</p> <p>Forward plans</p>	
<ul style="list-style-type: none"> Ensuring High Quality Play Pedagogy Across Early Level and beyond 	<p>Learners will receive consistently high quality, play based experiences that are progressive and well planned</p> <p>Teachers will be clear about the skills being developed through play and will be able to reflect this in their planning</p> <p>Learners will be able to discuss what they are learning through play based activities.</p>	<p>Staff professional dialogue</p> <p>Pupil focus groups/dialogue</p> <p>Learning visits/observations</p> <p>Forward plans</p> <p>Seesaw</p>	

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

<p>Operational Improvement Planning (Action Plan) for Establishment:</p>	<p>Session: 2023 - 2024</p>
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Strategic Priority 1:		Title: Raising attainment in writing	
<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
<ul style="list-style-type: none"> Staff refresh/reminder of the Talk for Writing planning and progression framework to enable high quality writing lessons for the term ahead ensuring consistency of approach. Professional reading by staff on the T4W process. 	<p>PT</p> <p>HT</p>	<p>August In-service</p> <p>August 2023</p> <p>August 2023</p>	<p>100% of staff indicate good understanding of the planning and teaching of a writing lesson using Talk for Writing Approach.</p>

<ul style="list-style-type: none"> • Meeting for parents to explain the T4W approach and ways to support writing at home • Cold piece of writing to be completed by all P3 – P7 pupils • Appropriate interventions identified for key pupils, and support for learning timetables created • Interventions in place for P5 pupils identified through ACEL data collection in previous session • Observations by SLT of writing lessons • Moderation session between 3 schools to look at XBRA within writing across the stages. • Tracking meetings to discuss progress and appropriate next steps • Joint collegiate session (Garelohead/Cardross/Rosneath) to share expectations of HQ writing lesson and build a shared understanding of the Highland literacy progression to plan for these. (Writing only) Staff to complete: Reflective Questions • All teaching staff to attend local authority inset day with a focus on learning teaching and assessment (moderation cycle) • Opportunities provided for teaching staff to moderate with their stages partners across the three schools to continue the work started at inset and to review reflective questions – 3 sessions of which one is to be a peer observations of teaching and learning. • Joint collegiate session with staff from three schools to allow professional dialogue around range of evidence: insert link. To ensure a shared understanding amongst moderation trios. • Joint Twilight with staff across 3 schools to moderate achievement of a level P1/4/7 – progress through a level P2/3/5/6 • Tracking and monitoring meetings to take place and XBRA DATA to be uploaded 	<p>CT/PT</p> <p>P5 teacher / PT</p> <p>HT</p> <p>HT/CT</p> <p>All staff</p>	<p>September 2023</p> <p>October tracking meeting</p> <p>1st October</p> <p>October half term</p> <p>October 31st</p> <p>01 November</p> <p>27th November</p> <p>Jan – April</p> <p>January 31st</p> <p>April 24th</p> <p>May</p>	<p>Parents understand the approach used in school and are able to support their child at home.</p> <p>100% of identified learners in P3-P7 have appropriate support for learning in place.</p> <p>100% of identified P5 pupils will have achieved First level</p> <p>SLT will have identified one key area in learning and teaching for the whole school to improve.</p> <p>100% of staff are confident making XBRA judgements on progress and achievement in writing.</p> <p>100% of identified pupils in P3 – P7 continue to receive appropriate interventions and support.</p> <p>Shared understanding across the trio of a HQ writing lesson and Highland Literacy progression in writing.</p> <p>100% teaching staff will have a stronger understanding of the moderation cycle</p> <p>100% teaching staff will have a strong understating of high quality assessment in writing.</p> <p>Achievement of a level in writing for P1/4/7 will reflect an increase of 5pp from session 22/23.</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2023 - 2024

Strategic Priority 2:

Title: Improving the quality of learning, teaching and assessment

National Improvement Framework Key Priorities

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National Improvement Framework Key Drivers

- 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

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
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- 1.5 Management of resources to promote equity
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- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
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- 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
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- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (How)

- Establish baseline following classroom learning and teaching observations to identify areas for focus.

Lead Person

AF/BD

Timescale

October 2023

Success Criteria to facilitate evaluation of learners’ progress

Through practice and dialogue, staff will be able to identify areas for development/next steps.

➤ Staff to complete self-evaluation proforma on features of effective practice.		August 2023	
<ul style="list-style-type: none"> ➤ Devise and deliver CLPL programme focussing on specific features of effective practice (e.g L.I/S.C/questioning/feedback/metacognition, differentiation, pace challenge etc) ➤ AiFL ➤ Engage staff with professional reading (T.Sherrington, B. Robertson etc) 	AF/M.McL	From October 2023- June 2024	Staff knowledge and confidence will be improved on key features of effective practice These will be embedded in all lessons Learners will be clear on purpose of lessons and be able to evidence their own learning journey through learning conversations.
➤ As a staff, become familiar with A&B L,T,A framework and identify key features of a 'high quality lesson in Rosneath' and produce guidance overview of minimum expectation for each lesson	All teaching staff	November 2023	All staff will be clear on expectations for L,T,A and will contribute to the formulation of school framework. All learners will have experiences which are relevant, challenging and well matched to their needs and abilities.
➤ Introduce standardised assessments (PIRA and PUMA) in order to strengthen teacher's professional judgement and ensure clear next steps for each learner are identified.	All teaching staff	By end October 2023	Assessments will provide clear diagnostic evidence and enable teachers to identify strengths and next steps.
➤ Identify and agree on planning formats for each curricular area in order to ensure consistency of approach across the school.	All teaching staff	By end October 2023	Consistency of approaches across the school. All staff will confidently plan across all curricular areas.
➤ Monitoring and tracking conversations based around Fact, Story, Action approach and clear next steps for each child identified	AF/All teaching staff	From September 2023-June 2024 then ongoing	Staff will be able to confidently identify and discuss pupil progress and next steps.
➤ Staff to visit other establishments to observe good practice	All teaching staff	From September 2023	Staff will be able to reflect on practice in other establishments and use this

			to further develop their own pedagogical approaches.
➤ Agree consistent use of Seesaw to profile and evidence learning and progress of each child as an individual	All teaching staff		Seesaw will be used consistently across ELC and school in order to demonstrate pupil learning and achievements.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023 - 2024
Strategic Priority 3:	Title: Raising attainment through a refreshed curriculum rationale		
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	
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Refresh School and ELC Vision, Values and Aims in consultation with all stakeholders	A.Flynn/all staff	From September	School and ELC Vision, values and aims will be relevant and informed by stakeholder views.

		2023-Dec 2023	
<ul style="list-style-type: none"> ➤ Review current curriculum rationale in consultation with all stakeholders including community partners ➤ Establish clear curriculum rationale, linked to refreshed VVA which is specific to the context of Rosneath. ➤ Scope out potential for further or strengthened community links 	<p>All staff All children All parents/carers Partners</p>	<p>June 24</p>	<p>Curriculum rationale takes account of local context and national priorities.</p> <p>Community links will be strengthened and will enhance the curriculum on offer for all learners.</p> <p>All staff and children will be clear on how our curriculum looks and the experiences on offer and how these are unique to our context.</p>
<p>Increase opportunities for all pupils to develop Skills for Life, Learning and Work (Employability Skills):-</p> <ul style="list-style-type: none"> ➤ Skills agenda highlighted through planning ➤ World of Work embedded ➤ Career Day workshop ➤ Early Level focus on skills development through play opportunities and STEM 			<p>Increased focus on skills agenda through L & T</p> <p>Pupils can identify and articulate skills being developed through their learning experiences and how this relates to the world of work.</p> <p>Pupils will be able to transfer these skills across the curriculum.</p>

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022 – 2023

Strategic Priority ELC:

Title: High Quality Play Pedagogy Across Early Level and beyond

National Improvement Framework Key Priorities

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National Improvement Framework Key Drivers

- 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

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
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Argyll and Bute Education Key Objectives

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Audit and explore the strategic implications of implementing play pedagogy in practice across ELC to P1 and beyond	ELC staff / HT		Environment will promote a play based pedagogy evidenced by Pre/Post observations
Audit of learning environment in partnership P1 and P2 and review of resources to promote Play Pedagogy Develop environment taking cognisance of children's voice and interests	HT/ LG		Staff will show an increased confidence in the use of and planning of play pedagogy in ELC to P1 and beyond evidenced by pre/post staff questionnaires
Using Realising the Ambition ELC practitioners and P1 staff have an agreed shared rationale for play Develop joint planning/collegiate activities ELC /P1 staff Provision of CLPL opportunities for ELC, P1 – P3 staff Develop use of observations to ensure learning is bespoke to individual need based on individual developmental stages of learning Teacher to participate in Northern Alliance Play Pedagogy Collaborative Enquiry programme.	All EY staff		ELC practice will reflect early level literacy and numeracy development and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks will reflect in children's progress through early level. Staff CLPL will continue to develop pedagogical knowledge in order to ensure children's learning needs are met.
Use of Leuven scale/staff observations to measure children's 'involvement'	All EY staff		Demonstrated through floor books and ELC children's personal planners.
Prioritise time for P1/ELC staff to spend quality time in each other's learning spaces Continue to share practice at cluster level.	All EY staff		Increased and sustained engagement evidenced through Leuven scale/staff observations.
Parent Questionnaires on settling, care and support, to assess behaviour at home and the wider community to enable staff to know where children are socially and emotionally when they start nursery.	All EY staff		Staff will have an understanding of children's wellbeing at their age stage and development and any early interventions required.
	All EY staff		Pre and post staff survey – CLPL responsive to needs

			Children will feel safe, happy and secure at ELC – Child's voice evidence.
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Establishment Maintenance Improvement Planning – Optional

Session: 2022-2023

National Improvement Framework Key Priorities

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National Improvement Framework Key Drivers

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HGIOS 4 and Early Learning and Childcare Indicators

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Key Actions (from previous plans):

- A physical environment that enhances and promotes opportunities for speech, language and communication for all pupils.
- Consistent adult talk that encourages and promotes participation from all learners.
- Argyll and Bute nurturing schools silver award
- Pivotal training – restorative scripts
- Embed nurture principles across school
- Embed Compassionate and connected classroom in the upper school
- Place 2 be mental health champion training
- Link with Talking and Listening improvement priority
- Implementing Therapeutic nurturing sessions to support parent/ carers
- Parent information/workshops with focus on:
 - Whole school Nurture Approach
 - PATHS
 - GIRFEC

Trauma Informed schools

- Update any school policies to ensure they reflect children’s rights
- Silver Award Accreditation
- Create opportunities for children to promote their rights on a local and global scale.
- Parents/Carers to be included in the Rights Respecting Steering Group
- Look outwards at other establishments for examples of good practice
- Create a diversity policy, which makes more explicit links with UNCRC articles Use cross curricular opportunities to discuss racism, gender equality and inclusion more often to incorporate into daily practice.
- Evaluate the cultural diversity of the school environment, including displays, texts and resources.
- Build cultural events into the yearly calendar
- Increase opportunities for children to lead the learning/present/share information about their own culture and background.

ELC

Develop ELC Nurturing approaches

Use OCTNE to audit where we are as a ELC/wider community

Staff surveyed on understanding of Nurture principles.

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>CGI Maths and Talk for Writing identified as actions to continue to take forward to continue to raise attainment in literacy and numeracy.</p> <p>Consistent approach to CGI Maths across the school, new staff to have CPD in CGI, observe colleagues teaching.</p> <p>Choral counting to be a focus with staff CPD and professional reading</p> <p>Staff training across the school for using Leuven scale observations to measure children's emotional well-being and involvement.</p>			



Pupil Equity Funding | Planning and Reporting

School Name: Rosneath primary School & ELCC

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%2Bschools%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.

PEF expenditure for 2023 – 2024 will be used to support the continued recovery of literacy attainment especially in writing which SNSA and ACEL data has shown a decline since school closures. It will also be used for Health and Wellbeing interventions.

Targeted pupils for literacy have been identified through SNSA and ACEL data, in school assessments and school tracking and monitoring.

Health and Wellbeing interventions will support target pupils who are: care experienced, have suffered ACEs, have extreme low esteem and social and emotional behaviour problems. The data used to identify these pupils is Boxall profiles, Leuven Scale observations, and Glasgow motivation and wellbeing profile. The interventions will have a positive impact on the mental health and wellbeing of targeted pupils as well pupils across the school.

Baseline Data

The school is identified as being in an accessible rural area.

Primary school role 105

ELC roll 20

SIMD Data (Quintile 1-5)

SIMD 3 75% Quintile 2

SIMD 4 25%

FSME

< ?% of school roll

Number of Child's Plans

29 child plans

Care Experienced

< 10% of school roll

Staged interventions

Reading % of school roll receiving interventions

Writing % of school roll receiving interventions

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 Learning and Teaching	Increase reading attainment with at least 6 months reading age improvement noted for identified pupils. This will be achieved through the use of Accelerated Reading Programme (targeted pupils and overall use for P3 – P7 pupils)	Attainment Data in reading. Standardised assessments/SNSA demonstrate increased attainment pre and post intervention. Accelerated progress evidenced through tracking. Accelerated reader baseline assessments		

	Increased attainment in writing especially number of pupils achieving First level in P4. Identified children in P5 who haven't achieved First level achieving by Oct tracking meetings. This will be achieved by weekly sessions with early interventions teacher.	SNSA, ACEL, and school assessments will show a rise in attainment in writing and a rise in pupil confidence in writing.		

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
Anne Rogers	Nurture Teacher	Aug 22	Continuation	years months
Lynne Murdoch	Family Liaison Officer	Aug 22	Continuation	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 type="checkbox"/>	Social and Emotional Wellbeing	<input type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input 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 type="checkbox"/>
Spend Details				Carry Forward 2022 - 2023				PEF Allocation 2023 - 2024			
Staffing – Nurture teacher 0.4fte and 7 Hours FLO Supported Study – Talk for Writing £1250 Resources - Purchased/Commissioned Services – SSUK Board moving Other – Licences: AR, AM, Sumdog & Seesaw				£				£			
				Mid-Year Spend checkpoint (Dec-Jan)				Final spend (End of Session)			
				Identify any significant changes in expenditure.				Identify any significant changes in expenditure.			
				£				£			