

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

**James Aiton Primary School**  
**Cambuslang**

**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2022-2025**

Strategic Priority	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025
1.	<i>Identify and take action to overcome structural and individual barriers to participation, learning, achievement and progression for learners.</i>	<i>As a Learning Community, strengthen and develop the capacity of staff to support the health and wellbeing of all pupils and families.</i>	<i>Improve the Health and Wellbeing of all young people and develop an inclusive and progressive approach to help remove barriers to learning.</i>
2.	<i>Renew and refresh our curriculum rationale (post-pandemic), and provide a curriculum that is creative, innovative, adaptable and responsive to the diverse needs of our learners and reflect the unique nature of our community.</i>	<i>Work in partnership with colleagues across the Learning Community to develop our Curriculum Rationale which is relevant to our individual school journey.</i>	<i>Deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people.</i>
3.	<i>Improve attainment in writing, evidenced through robust whole school moderation and attributable to greater consistency in the teaching of writing across the school.</i>	<i>As a Learning Community, moderate to develop a standard and shared expectations - use the standards within the Es and Os and Benchmarks of Writing to evaluate and monitor learner progress.</i>	<i>Improve the quality of learner experiences by offering consistent, high-quality teaching to ensure suitable challenge, differentiation and pace across literacy and numeracy, underpinned by effective assessment approaches.</i>
4.	<i>Improve attendance and participation for target group of learners</i>	<i>Improve attendance and participation for target group of learners</i>	<i>Improve attendance and participation for target group of learners</i>

## Context of school

James Aiton Primary School is a non-denominational school situated in the heart of Cambuslang. The school serves a small catchment area, comprising of private and local authority housing.

The school has a current roll of 158 pupils across 7 classes. 71.6% of our learners live in Deciles 1 and 2. Our means tested free school meal uptake is 45%. Average attendance for session 2022/2023 is 90%, which is slightly below the local authority average. Our data illustrates that there is a clear attendance gap between those children living in SIMD 1/2 + Free Meal Entitlement (FME) and those living in Deciles 3-10.

Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD).

	<b>SIMD 1</b>	<b>SIMD 2</b>	<b>SIMD 3</b>	<b>SIMD 4</b>	<b>SIMD 5</b>	<b>SIMD 6</b>	<b>SIMD 7</b>	<b>SIMD 8</b>	<b>SIMD 9</b>	<b>SIMD 10</b>	<b>FME</b>
<b>No of pupils</b>	<b>77</b>	<b>34</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>69</b>
<b>%</b>	<b>49.7</b>	<b>21.9</b>	<b>8.4</b>	<b>0.6</b>	<b>9</b>	<b>0.6</b>	<b>0.6</b>	<b>7</b>	<b>1.3</b>	<b>0.6</b>	<b>45</b>

Our staffing consists of a Head Teacher, one Principal Teacher, 7 FTE class teachers, 1 PEF-funded teacher, a 0.6 School Support Team Leader and 5 Support Assistants. All stakeholders; pupils, parents, staff and supporting agencies share the school's vision and feel empowered to play their part in ensuring pupils have the opportunity to reach their full potential.

The school has high standards and expectations and are resolute in its firm belief and uncompromising commitment to maintaining outcomes and ensuring progress and equity for all learners. The school is strongly focused on pupils receiving the very best education and have a solid foundation to begin a lifelong learning experience.

The school's aim is to nurture happy, confident pupils with enquiring minds who learn to succeed and contribute to the wider community. We have a very committed Parent Council and supportive Parent Forum who contribute to school life, in terms of fundraising, paired reading, cooking and co-ordinating clubs.

We have forged links with local businesses and agencies to enhance the learning experiences of our pupils. We are part of the Stonelaw Learning Community and have worked collaboratively with local schools to share good practice and engage in moderation activities. We have developed stronger links with our partnership nurseries and have improved our transition arrangements from nursery into Primary 1 and from P7 to S1.

This session, we were awarded £57,200 in Pupil Equity Funding. Through self-evaluation activities and analysis of data, we were able to identify our gaps and deliver appropriate interventions.

Our school's motto/vision and values are:



**SAFETY, TEAMWORK, ACHIEVEMENT, RESPECT**

Our vision and values are an important part of the life and ethos of the school. Our desire is to break down any barriers for our young people in being able to access a curriculum that will equip our children with skills for learning, life and work in the 21<sup>st</sup> century. We strive to provide a safe, stimulating learning environment for all learners, where each and every individual will be encouraged to achieve their full potential.


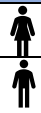







Stars can be seen across our school as a constant reminder of what we are aiming to achieve. Our values are embedded in the work that we do and are constantly reinforced by staff to help us achieve a caring and nurturing ethos at James Aiton Primary School.

We want our children to feel valued and listened to, and in turn, be able to listen to others and respect their ideas, views and differences. We seek to promote equality and diversity, whilst developing friendship and teamwork, recognising talents and abilities. Our children will learn about their rights alongside their roles and responsibilities.

We were previously inspected in May 2012.

## Section below is for internal use only

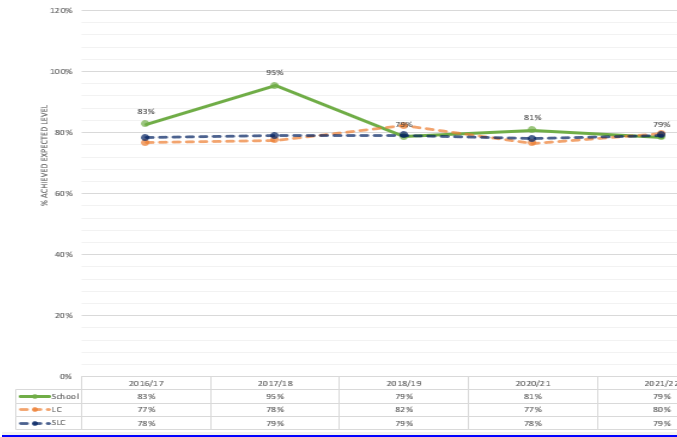
### School Profile

		1 HT		DHT		PT		FTE Teachers		FTE Support Staff		FTE Family Support Worker	
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD 1/2		
	70	P1	P2	P3	P4	P5	P6	P7	 44.6%	 62.4 %			
	87	22	27	21	24	202	20	23					
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	%	21/22	0	21/22		%	21/22		%	21/22		%	
22/23	90.1%	22/23	0	22/23		3.8%	22/23		56.1%	22/23		1.3%	

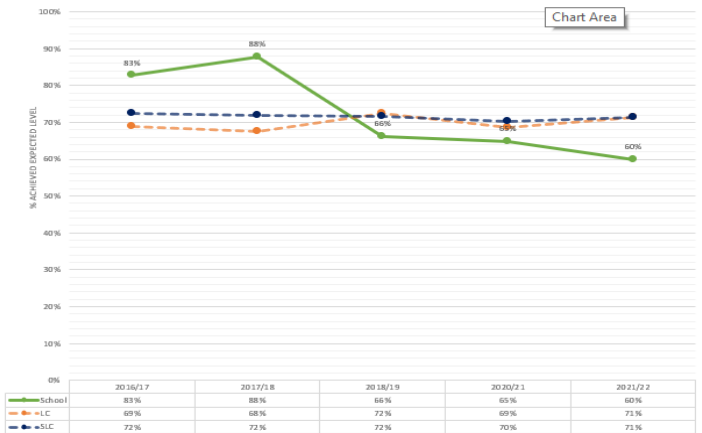
## Performance data - ACEL

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

P1/P4/P7 Numeracy

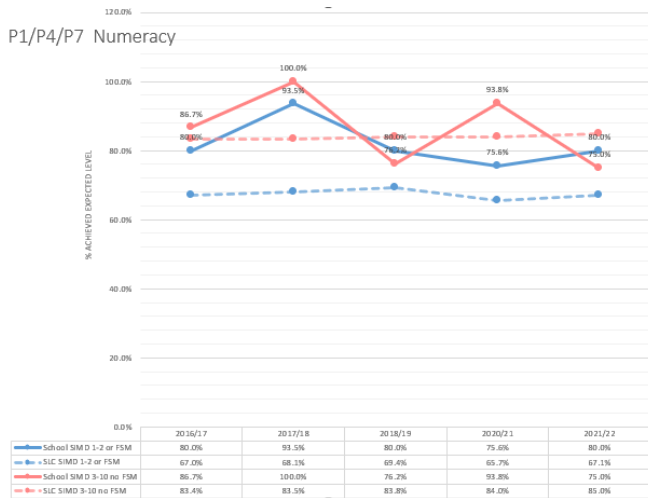


P1/P4/P7 Literacy

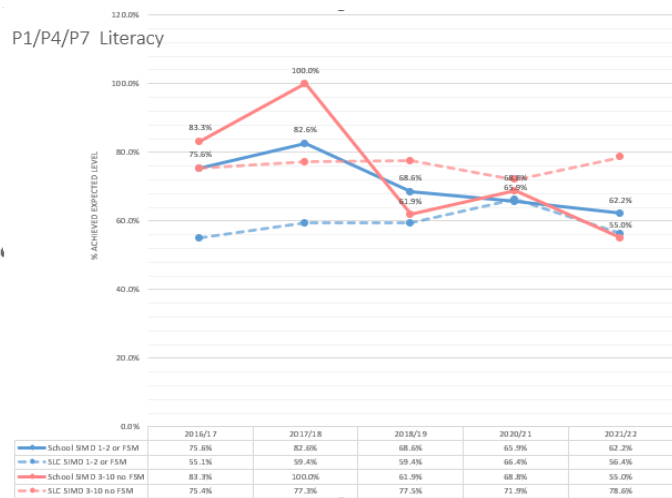


## Performance data - Closing the Gap

P1/P4/P7 Numeracy



P1/P4/P7 Literacy



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

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> Teacher and practitioner professionalism School and ELC leadership	<b><u>SLC Priority (select from drop down menus)</u></b> Improve Health and Wellbeing to enable children and families to flourish  Choose an item.	<b><u>SLC Stretch Aims</u></b>  Cost of the School Day <a href="#">Choose an item.</a>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>58% of our pupils have additional support needs and 8% of pupils present as having distressed behaviour and/or social, emotional and behavioural needs.</p> <p>Baseline Boxall profiles undertaken in May 2023, show these pupils are not within norms for both the developmental and diagnostic strands.</p> <p>75% of these pupils do not sustain full days in their mainstream class. Multi-agency meetings for identified pupils</p>	<p>By June 2024, improve the wellbeing of targeted pupils and reduce any barriers to learning.</p> <p>By Sept 2023, pupils requiring support will be identified following wellbeing assessments and targeted using appropriate wellbeing interventions.</p> <p>By June 2024, targeted children attending wellbeing interventions (x pupils) will have improved wellbeing and their barriers to learning will be significantly reduced.</p> <p>By June 2024, all targeted children will remain in class for more sustained periods of time.</p>	<ol style="list-style-type: none"> <li>To review and improve wellbeing tracking system to better meet the needs of learners and families.</li> <li>Improve both universal and targeted supports to ensure equity and help close the poverty-related attainment gap.</li> <li>As a Learning Community, engage with SAMH and partners to support in the development of a whole school Mental Health Strategy.</li> <li>Consider staff wellbeing to ensure staff feel equipped to manage their own wellbeing before supporting the wellbeing of others.</li> </ol>	<ol style="list-style-type: none"> <li>Analysis of tracking data.</li> <li>Pre/post surveys, analysis of data (baseline data, termly data).</li> <li>Pre/post staff questionnaires</li> <li>Pre/post staff questionnaires</li> </ol>	<p>SC KMcG</p> <p><u>W/P</u> SC RWIL LH NB</p>

<p><b>highlighted nurture as possible intervention to support these pupils.</b></p> <p><b>Our PEF funded teacher will lead Nurturing Interventions 3 mornings per week and work alongside colleagues in an attempt to reintegrate the children back into class full-time.</b></p> <p><b>Staff Wellbeing is paramount in enabling practitioners to meet the needs of all learners and families. We will co-ordinate a range of events for both staff and families and develop a strategy to ensure that we can deliver inclusive and nurturing approaches across our school community.</b></p>	<p>By June 2024, all staff will contribute to the development of a whole school mental health strategy/policy.</p> <p>By June 2024, all staff will become inclusive practitioners and will understand their personal and professional responsibility to deliver inclusive and nurturing education across our school.</p>	<ol style="list-style-type: none"> <li><b>5. Increase staff confidence when supporting pupils with mental health concerns.</b></li> <li><b>6. Increase parent/carer confidence when supporting pupils with mental health concerns.</b></li> <li><b>7. Signpost young people and their families to services who can offer appropriate support.</b></li> <li><b>8. To provide opportunities to explore further attachment-based practice.</b></li> <li><b>9. Develop a Working Party to oversee the development of Health and Wellbeing and co-ordinate a Family Learning event – ‘A Wee Blether about Mental Health’.</b></li> <li><b>10. Review RSHP programme and policy.</b></li> <li><b>11. Promote Anti-Bullying policy through working alongside ‘Rookie Rockstars’.</b></li> </ol>	<ol style="list-style-type: none"> <li>5. Pre/post staff questionnaires</li> <li>6. Pre/post parent questionnaires</li> <li>7. Pre/post pupil questionnaires</li> <li>8. Pre/post staff questionnaires</li> <li>9. Stakeholder feedback</li> <li>10. Stakeholder feedback</li> </ol>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>	

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

<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	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><i>Feedback from quality assurance activity (classroom observations and jotter monitoring) illustrated an inconsistency in pedagogy and in the standards expected in the completion of tasks and understanding of CfE levels.</i></p> <p><i>Whilst we have learner pathways in some aspects of the curriculum, we require pathways in all curricular areas to ensure</i></p>	<p><i>By June 2024, all stakeholders will participate in the development of a Learning, Teaching and Assessment policy to ensure a consistent approach across the school.</i></p> <p><i>By June 2024, all staff will contribute to the development of curriculum maps and learner pathways to ensure continuity and progression across all levels.</i></p> <p><i>By June 2024, staff across our Learning Community will collaborate and engage in Moderation activities to help improve standards and attainment in Writing.</i></p> <p><i>By June 2024, a digital focus group will help to develop a digital learning strategy to support teaching and learning.</i></p>	<ol style="list-style-type: none"> <li><b>1. Develop a consistent approach towards Learning, Teaching and Assessment 'The James Aiton Journey'.</b></li> <li><b>2. Develop a jotter policy to ensure consistency across the school.</b></li> <li><b>3. Develop curriculum maps and learner pathways for all curricular areas to support a consistent understanding of progression across all schools in the local authority.</b></li> <li><b>4. Staff to provide a rich and stimulating curriculum to help raise standards in literacy and numeracy.</b></li> <li><b>5. Embedding regular opportunities for Play, Outdoor Learning and</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Pre/post pupil/staff feedback Impact – Class Observation</b></li> <li><b>1. Pre/post pupil/staff feedback Impact – jotter monitoring</b></li> <li><b>2. Analysis of tracking data/attainment results</b></li> <li><b>3. Class observations Forward plan discussions</b></li> <li><b>4. Class observations Forward plan discussions</b></li> </ol>	<p>SLT</p> <p>RW, MM, RW, LH</p>

<p>consistency and progression.</p> <p>Feedback from all stakeholders suggested that we could improve our offer by incorporating further opportunities for outdoor and digital learning. We will also embed SLC's Skills Framework within our curriculum, including opportunities for pupil voice and leadership.</p>	<p>By June 2024, staff will begin to develop a knowledge and understanding of SLC's Skills Framework to support Skills Development at P6 and P7.</p>	<p>Digital Technology to enhance learning and teaching.</p> <p>6. Continue to work with colleagues across the Learning Community to engage in Moderation to help improve standards.</p> <p>7. To explore SLC's Skills Framework and embed in Golden Time activities.</p>	<p>5. Pre/post staff questionnaires Attainment in Writing data</p> <p>6. Pre/post staff/pupil surveys</p>	<p>LH/LS</p> <p><u>W/P</u> KM RW KB LHOOD</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>	



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

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Curriculum and assessment Parent/carer involvement and engagement	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined <a href="#">Choose an item.</a>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p><i>Analysis of attainment data has highlighted a disparity between teacher professional judgement in Writing across our Learning Community and transition to S1. We are therefore planning to engage in Moderation with staff across our Learning Community and share best practice in the delivery and assessment of Talk for Writing.</i></p> <p><i>With a focus on Early Intervention, staff will attend CLPL in new</i></p>	<p><i>By Sep 2023, all staff will deliver Talk for Writing approaches to help improve attainment and engagement in Writing at all levels.</i></p> <p><i>By November 2023, all children in Primary 1 will have an early foundation of literacy using the FLIPP resources.</i></p> <p><i>By December 2023, all children in Primary 1 will have improved oral skills as a result of being exposed to approaches recommended in the NELI resource.</i></p> <p><i>By April 2024, all staff will engage in regular moderation with colleagues within and across our Learning Community to help enhance the teaching and assessment of Writing and agree shared standards.</i></p>	<ol style="list-style-type: none"> <li><b>Working Party established to help fully embed Talk for Writing at all stages.</b></li> <li><b>Primary 1 staff to attend CLPL in the delivery of FLIPP (Foundations of Literacy in Primary 1 Pack): a 6-week literacy curriculum for the start of Primary 1, to support the initial stages of reading and writing and the ongoing development of listening and talking.</b></li> <li><b>Primary 1 staff and Support Assistant to attend CLPL in NELI; an oral language intervention programme to help deliver targeted support to children at early level.</b></li> </ol>	<ol style="list-style-type: none"> <li>Class Observations</li> <li>Pre/post questionnaire Attainment results Class Observations</li> <li>Pre/post questionnaire Attainment results Class Observations</li> </ol>	<p><i>MM</i> <i>JO</i></p> <p><b><u>W/P</u></b> <i>JO</i> <i>MM</i> <i>LH</i> <i>LS</i></p>

<p><b>interventions to help promote literacy from the earliest of stages.</b></p> <p><b>Feedback from families at our recent Come Learn with Us event, indicated that families would welcome further opportunities to come into school to engage with their children in learning activities. We will therefore co-ordinate an event to promote writing across the school in the new session.</b></p>	<p>By June 2024, build the capacity of parents/carers to be able to support their child at home.</p>	<ol style="list-style-type: none"> <li><b>4. Work in collaboration with schools across our Learning Community on the Moderation of Writing.</b></li> <li><b>5. Share best practice by visiting schools within South Lanarkshire to observe Talk for Writing in other establishments.</b></li> <li><b>6. Provide opportunities for Family Learning, linked to Writing. Working Party to co-ordinate family writing event in the third term.</b></li> <li><b>7. P7 staff to work in partnership with Stonelaw English Dept. on literacy transition project.</b></li> </ol>	<ol style="list-style-type: none"> <li>4. Pre/post questionnaire Attainment results Class Observations</li> <li>5. Pre/post questionnaire Attainment results Peer Observations</li> <li>6. Feedback from parents/carers</li> <li>7. Pre/post questionnaire</li> </ol>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>	

## Strategic Priority 4 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<b><u>NIF Priority (select from drop down menus)</u></b> Placing the human rights and needs of every child and young person at the centre of education <b><u>NIF Driver</u></b> Parent/carer involvement and engagement School and ELC improvement	<b><u>SLC Priority (select from drop down menus)</u></b> Ensure inclusion, equity and equality are at the heart of what we do  Improve Health and Wellbeing to enable children and families to flourish	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Robust analysis of the school's attendance figures, identified that 17 learners across P1-7 have attendance below 80%. 15 of these learners reside in SIMD 1 or 2.</p> <p>We have identified two key groups; 1 group with average baseline attendance below 80% and one group with an average baseline below 70%.</p> <p>Our Learning Community have developed</p>	<p>By June 2024, at least 11 identified learners across P1-7 will have improved attendance of 85% or above (average baseline for these pupils is 76%).</p> <p>By June 2024, at least 6 identified learners across P1-7 will have improved attendance of 70% or above (average baseline for these pupils is 63%).</p> <p>By June 2024 overall attendance to improve by 2PP (from baseline of 90PP to 92PP) and gap to improve by 2PP (from baseline of 5PP to 3PP).</p>	<ol style="list-style-type: none"> <li>1. Complete Forth Valley Attendance Evaluation Toolkit to help identify next steps.</li> <li>2. Continue to analyse tracking data to avoid early dips in attendance.</li> <li>3. Increase the attendance % of a targeted group of pupils.</li> <li>4. Make earlier contact with parents/carers to help identify push and pull factors.</li> <li>5. Promote attendance in newsletters/social media to help improve parental engagement and attitudes towards attendance.</li> <li>6. Build links with other agencies to support better attendance of targeted pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analysis of self-evaluation toolkit</li> <li>2. Weekly/monthly analysis of attendance data</li> <li>4. Feedback from parents/carers</li> </ol>	SMT

Attendance Improvement Plans to help identify the potential barriers to non-attendance and recommend suitable supports. This will be monitored by our Senior Leadership Team.		7. Use the Glasgow Wellbeing Tool to help identify possible barriers to attendance.		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>	

## 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;">ACEL Primary – literacy – P1, P4 &amp; P7 combined ACEL Primary – numeracy – P1, P4 &amp; P7 combined Cost of the School Day</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review  RAG	End of year review  RAG
<p>9 pupils in P3 and P4 (6 in P3 and 3 in P4) have been identified as having distressed behaviour and/or social, emotional and behavioural needs.</p> <p>Baseline Boxall profiles undertaken in May 2023 show these pupils are not within norms for both the developmental and diagnostic strands.</p> <p>75% of these pupils do not sustain full days in their mainstream class. Multi-agency meetings for identified pupils highlighted nurture as possible intervention to support these pupils.</p>	<p>0.5 Class Teacher £33,465</p>	<p>By June 2024, all pupils targeted for Nurture intervention (9 pupils) will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class.</p>	<p>PEF funded class teacher will work with these 9 pupils 3 times per week, as part of their weekly intervention timetable. Various Nurture Interventions will take place in the Nurture space (developed through previous SAC/PEF plans).</p> <p>Boxall Profiles will be used as baseline and every 12 weeks to monitor progress.</p> <p>Attendance and engagement at sessions will be monitored weekly.</p>	<p>Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment)</p> <p>Monitoring of time sustained in mainstream class x weekly</p> <p>Leuven Scale for Engagement x termly</p>		

Our 0.5 PEF funded teacher will lead a Nurture Group (Wed-Fri) for these identified pupils.						
Feedback from all stakeholders suggested that our curriculum could be enhanced with further opportunities for children to engage in Outdoor Learning and Digital Learning experiences.	£4,265	By January 2024, all pupils in P1-3 will develop skills through learning through play indoors/outdoors.	<p>P1-3 staff will take ownership of this budget to develop our play area (indoors/outdoors).</p> <p>P1-3 staff will develop programmes to promote play-based learning across the curriculum.</p>	<p>Staff feedback</p> <p>Leuven Scale for Engagement x termly</p>		
Analysis of attainment data demonstrates a dip in attainment in reading and writing, particularly at P4 and P5.	£16,000	<p>By December 2023, all pupils will have access to a wealth of reading materials to help promote reading for enjoyment and help celebrate diversity across our school community.</p> <p>By June 2024, all families will be invited to participate in a writing project to support pupil's writing abilities and build the capacity of parents/carers to be able to support their child at home.</p>	<p>Literacy Working Party will purchase new and inclusive library books for classes and central library.</p> <p>Literacy Working Party to co-ordinate family learning event to help promote writing across the school.</p>	<p>Pre/post questionnaires – quality of library resources</p> <p>Feedback from all stakeholders following event (surveys)</p> <p>Attendance at event</p>		
Feedback from stakeholders suggests that learning experiences could be enhanced through children having the	£4,200	By June 2024, all pupils will have experience of a school trip linked to class learning, to help provide opportunities and enhance teaching and learning.	All classes will experience a trip, linked to class learning. Teaching staff to co-ordinate.	Pupil feedback		

<p>opportunity to go on school trips.</p> <p>In a recent survey on Cost of the School Day, % of families suggested that costs of trips were unaffordable for some families. This session, we will consider the various activities on offer and attempt to reduce all costs to prevent/eliminate barriers to children and families.</p>						
	PB £2878.75	By October 2023, all stakeholders will become empowered and have the opportunity to vote for 5% of the school Pupil Equity Fund.	To be agreed with all stakeholders	Pupil feedback		
	PB (Last session) £13,089	By May 2023, all pupils in P1-7 will participate in decision making processes and have improved health and wellbeing.	Trimtrail	Pupil feedback		
	TOTAL SPEND (incl carry forward) £	£71,019.09				
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>			
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>			

*Evaluative statement to be written at end of term as would be in your S&Q.*

### Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<i>Work in partnership with Youth Family Community Learning, Learning &amp; Leisure and Clyde Gateway to help identify families requiring support and identify suitable support (needs-led). Targeted families will be signposted to relevant resources to minimise barriers to education.</i>	<i>Supporting Families Project Margo Mooney/KMcG/SC</i>	<i>Throughout 2023/2024</i>
<i>All staff to continue to deliver Number Talks to help children to develop number sense, mental agility and flexibility with number.</i>	<i>All teaching staff</i>	<i>Throughout 2023/2024</i>
<i>All staff to continue to deliver NLC Active Literacy approaches to help children to develop fluency, comprehension and phonemic awareness.</i>	<i>All teaching staff</i>	<i>Throughout 2023/2024</i>
<i>Continue to enhance our transition arrangements from Nursery to P1 and from P7 to S1.</i>	<i>Senior Leadership Team</i>	<i>Throughout 2023/2024</i>