School Name: Kirn Primary School

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | Session: 23/24 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * 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:  Improve Attainment and Achievement  Develop Pupil Empowerment  Improve the Health and Wellbeing of all pupils and close the Attainment Gap between the most and least disadvantaged. | | 2024 – 2025:  Improve Attainment and Achievement  Improve the Health and Wellbeing of all pupils and close the Attainment Gap between the most and least disadvantaged. | 2025 – 2026:  Improve Attainment and Achievement  Improve the Health and Wellbeing of all pupils and close the Attainment Gap between the most and least disadvantaged. | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 23/24 | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Parents | May 23 | | Surveys |
| Staff | Feb/May 23 | | Surveys and self-evaluation |
| Pupils | May 23 | | Questionnaires |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * 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 | | * 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) | |
| Priority 1  Improving Attainment – Literacy and Numeracy | Data  Teaching staff will become data literate and data reactive by June 2024  Impact: Improved attainment  Improving writing model  Improving Writing model will be embedded in first level practice by October 2023.  Impact: Improved attainment  Moderation  Outcome: Moderation across level, whole school and within the cluster will take place by June 2024 to ensure consistency and understanding of a level and when pupils have achieved it.  Impact: Improved attainment and participation. | A survey in May 2024 will demonstrate that almost all teaching staff are confident in using and interpreting XBRA, stretch aims and tracking and monitoring data to inform assessments, areas for intervention, higher ability pupils and attainment of a level from a baseline confidence survey to be conducted in the new year.  100% of P4 pupils will be engaged in the improving writing bundle by October 2023.  XBRA data and tracking and monitoring will demonstrate an improvement in P4 writing from August baseline to October.  60% of P4 pupils will achieve first level in writing by Jun 2024.  Almost all of teachers agree that moderation has positively impacted on their ability to inform pupil achievement demonstrated in a survey by February 2023  Timely meetings with other cluster members that are linked to Local Authority XBRA uplift. Building staff confidence and judgment. | | | Yes  Yes  No | |
| Priority 2  Promote Pupil Empowerment across the school. | Pupil Voice  Outcome: Pupil voice informs aspects of the curriculum. Pupils have the opportunity to lead within the school empowering confident individuals, effective contributors, successful learners and responsible citizens.  Impact: Improved engagement and participation  Vision  Outcome: By January 2024 Kirn’s vision will reflect the well-established values and ethos of the school and community. It is informed by and a product of all stakeholders.  Impact: Improved engagement and participation    Visible learning  Outcome: By February 2024 Visible learning is seen and heard in the learning and teaching throughout the school.  Lessons evoke interest and pupils take responsibility and are responsive to their own learning.  Improving the quality of teaching through empowering pupils.  Impact: Improved attainment, engagement and participation. | By June 2024 Pupil council and school captains have an active role in making decisions across the school evidenced by a wellbeing web.  By May 2024 60% of pupils feel that their voice is heard and that their decisions have an impact on their school life demonstrated by a pupil survey.  A refreshed vision is created in consultation with all stakeholders. The vision will be launched alongside Kirn primary website by January 2024.  By May 2024 75% of parents are confident in sharing the vision of the school as demonstrated by parents’ voice as part of self-evaluation at parents’ night.  By February 2024 65% of children agree that they are confident in where they are in their learning journey evidenced by quality learning conversations.  By February 2024 65% of children can identify their next steps in their learning evidenced by quality learning conversations.  By June 2024 all teaching staff will have devoted time to a termly cycle of identifying an aspect of visible learning, discussing theory, modelling, observing and engaging in a critical analysis of the evidence found evidenced through senior management team observations. | | | Yes  Yes  Yes | |
| Priority 3  Improve Children’s Health and Wellbeing | OCTNE  Outcome: By June 2024 Kirn Primary School has Gold accreditation for OCTNE  Impact: Improved attainment and engagement  Outdoor learning  Outcome: By June 2024 all pupils will have the opportunity to engage in a variety of outdoor learning across the academic year.  Impact: Improved engagement  Diversity and inclusion  Outcome: By October Kirn has a robust policy that supports diversity and inclusion evidenced by pupil voice and participation in school assemblies.  Impact: Improved participation | By June 2024 almost all staff members will have an increased awareness of the nurture principles being implemented as demonstrated by a confidence survey baseline in August and updated June.  100% of new staff will be clear on the nurture priorities of the school demonstrated though quality professional dialogue.  By June 2024 Parents and pupils will be given the opportunity to participate in consultation in relation nurture within Kirn Primary as demonstrated by pupil and parents voice as part of self-evaluation on parents night.  Almost all pupils will engage in at least 4 sessions of outdoor opportunities as part of the curriculum by June 2024 demonstrated by attendance data.  Almost all staff have a clear understanding of what outdoor learning can look like by June 2024 demonstrated in a survey.  Almost all pupils feel that outdoor learning activities add value to their learning journey as evidenced by a wellbeing web.  By October 2023 a calendar of outdoor events and resources that will enrich our pupils’ experiences will be shared on Kirn Primary Website with links to community events.  By June 2024 most pupils are confident in talking about how to respect, protect and fulfil human rights and live free from discrimination from a baseline to be taken in the new academic year.  By June 2024 100% of pupils participate in a pupil led assembly linked to UNRCR, inclusion and diversity.  By June 2024 most parents agree that pupil led assemblies have empowered their children and increased their awareness of rights, diversity and inclusion as evidenced by parents voice through self-evaluation at parents night. | | | Yes  Yes  Yes | |

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

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 23/24 |
| **Strategic Priority 1:** | Title: Improve Attainment and Achievement for all pupils | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * 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) Priority 1** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| 1. Ensure all staff are supporting pupils to meet the expectations of the Stretch Aims. 2. Use Cluster Moderation to ensure shared and raised standards. 3. Introduce the Improving Writing Initiative to all first and second level pupils. | | Carina Taylor  Elaine Stewart  Carina Taylor | June 2024  June 2024  January 2024 | A survey in May 2024 will demonstrate that almost all teaching staff are confident in using and interpreting XBRA, stretch aims and tracking and monitoring data to inform assessments, areas for intervention, higher ability pupils and attainment of a level from a baseline confidence survey to be conducted in the new year.  By June 2024 almost all teaching staff feel confident in identifying achievement of a level from a baseline of (%)  60% of P4 pupils will achieve first level in writing by Jun 2024. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 23/24 |
| **Strategic Priority 2:** | Title: Promote Pupil Empowerment across the school. | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in 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** |
| 1. Increase the role and impact of the Pupil Council, Eco Committee and School captains. 2. Update the School Vision with all stakeholders. 3. Continue to promote and embed Visible Learning Strategies. 4. Recording wider achievement | | Alison Coltart  Carina Taylor  Helen Brown  Karen Adams | June 2024  May 2024  February 2024  By June 2024 | By June 2024 Pupil council and school captains have an active role in making decisions across the school evidenced by a wellbeing web  Pupils have the opportunity to lead within the school empowering confident individuals, effective contributors, successful learners and responsible citizens.  Impact: Improved engagement and participation  By May 2024 60% of pupils feel that their voice is heard and that their decisions have an impact on their school life demonstrated by a pupil survey.  A refreshed vision is created in consultation with all stakeholders. The vision will be launched alongside Kirn primary website by January 2024.  By February 2024 65% of children agree that they are confident in where they are in their learning journey evidenced by quality learning conversations.  By June 2024 almost all pupils will have an understanding of what wider achievement is and how we record it at Kirn Primary School evidenced by pupil voice. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 23/24 |
| **Strategic Priority 3:** | Title: Improve the Health and Wellbeing of all. | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * 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) Priority 3** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| 1. Achieve Gold Accreditation for Our Children Their Nurturing Education (OCTNE). 2. Embed outdoor learning across all stages throughout the year 3. Develop Diversity and Inclusion Policy and Practice across the school. | | Carly Gorman  Michelle Conley  Carina Taylor | June 2024  June 2024  June 2024 | By June 2024 almost all staff members will have an increased awareness of the nurture principles being implemented as demonstrated by a confidence survey baseline in August and updated June.  100% of new staff will be clear on the nurture priorities of the school demonstrated though quality professional dialogue.  By June 2024 almost all pupils feel that outdoor learning and extra-curricular activities adds value to their learning journey from a baseline of (%)  By June 2024 100% of pupils participate in a pupil led assembly linked to UNRCR, inclusion and diversity  By June 2024 most parents agree that pupil led assemblies have empowered their children and increased their awareness of rights, diversity and inclusion as evidenced by parents voice through self-evaluation at parents night.  By June 2024 most pupils are confident in talking about how to respect, protect and fulfil human rights and live free from discrimination from a baseline to be taken in the new academic year. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 23/24 |
| **Strategic Priority 1:** | Title: Developing the ELC environment to become the 3rd Educator | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| 1. Scaffolding child led learning. 2. Planning adult led provocations creating invitations to learn. 3. Utilise key worker skills and training to enhance learning experiences. | Caitlyn Bell  Caitlyn Bell  Caitlyn Bell | Review June 2024  Review June 2024  Review June 2024 | To enable children to be autonomous learners. Having 8 out of 10 children achieving independence as they explore provocations in the nursery environment.  Environment to hold rich provocations to promote and develop creativity and imagination. Focusing on literacy and numeracy ensuring this is visible throughout our learning environment accessible for all children.  Initial confidence survey of all staff. By June 2024 all educators feel confident and skilled observers in identifying achievement of 100%. Having all staff feeling confident and providing informative and rich observations on all children. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 23/24 |
| **Establishment Maintenance Improvement Planning – Optional** | | |
| **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. | | | |
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| **Key Actions (from previous plans):** | | | |
| **Pupil Equity Funding | Planning and Reporting** | | School Name: Kirn Primary and ELC | |
| **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.** | | | |

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| **Pupil Equity Funding | Planning and Reporting** | | | |  |
| **What are you planning to do with your PEF Allocation?**   * 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)?**   * 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**   * 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 and Numeracy  HGIOS 2.3, 3.2  OCTF-  Outcomes 1, 3  Organiser – Learning and teaching | Play pedagogy will become the main learning and teaching model and method in P1.  P1 pupils will demonstrate:   * Autonomy in their learning * Increased confidence in literacy and numeracy * Engagement in their learning * An understanding of what their next steps are and how to achieve them * Participation in their learning * Pupil led activities * Pupil accountability for their learning * Pupil recording learning through seesaw   Staff will undergo training to support the implementation of play pedagogy.  Karen Adams  Rhonda  Rachel  (Other P1 and P2 support)  Michelle Conley  Gina Nitchske | By June 2024 P1 staff members will feel confident in delivering teaching and learning through play pedagogy evidenced by senior leadership observations.  By February 2024 70% of P1 pupils will be on track or exceeding to achieve 1st level.  By December 2023 most P1 pupils will demonstrate autonomy in their learning through play pedagogy.  In December 2023 XBRA data from the previous P1 cohort for the same time period will be used to assess and compare rate of progress against traditional teaching and learning models and play pedagogy. |  |  |
| Numeracy  HGIOS 2.3, 3.2  OCTF-  Outcomes 1, 3  Organiser – Learning and teaching | Mental maths strategies will be delivered to targeted cohorts in 2nd level over a block of 6 weeks.  Target group will demonstrate:   * Confidence in mental maths strategies * An increase in recall time for times tables * Improved mental maths assessment as taken from the A&B mental maths pathway.   Katie Bennet  Carina Taylor  Alison Coltart  Elaine Stewart | By December 2023 the targeted cohort will demonstrate an improvement in mental maths strategies through pupil voice.  By December 2023 the targeted cohort will have improved their baseline score by at least 20% for times table recall times.  By December 2023 the targeted cohort will have improved their baseline score in calculation skills.  Pupil confidence and motivation survey • August baseline • June pick up |  |  |
| Literacy  HGIOS 2.3, 3.2  OCTF-  Outcomes 1, 3  Organiser – Learning and teaching | Early intervention sessions for listening and talking will take place across early level in 6 week blocks.  Systematic regular pupil support sessions timetabled through the week for targeted cohort.  Targeted cohort will demonstrate progress in :  Taking turns  Awareness of when to talk and when to listen  Asking questions  Linking learning with previous knowledge through dialogue  ELC staff  P1 Staff  Pupil support (PEF) to support sessions. | By December 2023 early year’s targeted cohort will demonstrate progress in listening and talking outcomes as demonstrated by teacher observations. |  |  |
| Health and Wellbeing  HYGIOS 1.5, 2.5, 2.7, 2.6, 3.1  OCTF Outcomes- 3, 5,  Organiser- Family and Community | A weekly café in partnership with the local church to provide a welcoming, safe, warm space where parents and carers can get together with Family Liaison Officer (FLO) and alternate school staff to build positive home school relationships.  Target groups will gain experience in:  Budget/cooking  Building positive relationships  first aid  advice about school systems  Laura Mitchell | By June 2024 30% of targeted cohort families will engage in the family café and linked learning experiences.  Participation/attendance information will be recorded. |  |  |
| Literacy  Numeracy  HWB  HYGIOS – 2.5, 2.7  3.1, 3.3  OCTF Outcomes – 1, 3, 4, 5,  Organiser – Teaching and learning  Family and community | Learn with me  By June 2024 60% of the targeted cohort parents will engage in Learn with Me sessions.  Class teachers will lead a block of 5 family learning sessions based around a different topic or theme.  Parents and pupils of targeted cohorts will gain experience in:  Internet safety  Cooking  Reading skills | By June 2024 60% of the targeted cohort parents will engage in Learn with Me sessions measured by attendance.  A survey gauging topics wanting to be covered will be sent out in October. |  |  |
| HWB  HYGIOS 1, 3  OCTF Outcomes – 1, 3, 4  Organiser –  Teaching and Learning | Nurture referred pupils will engage in termly block of nurture sessions.  Systematic pupil support sessions will be planned throughout each term by June 2024.  Targeted cohorts will experience:   * Sessions based around pupils individual HWB targets. * Strategies to regulate * Strategies to build positive relationships | 60% of nurture referred pupils will demonstrate an increase in HWB through a wellness web rating nurture as 7+.  Children attending nurture will be monitored through the values diary to measure impact. |  |  |
| HWB  HYGIOS – 2.5, 2.7  3.1, 3.3  OCTF Outcomes – 1, 3, 4, 5,  Organiser – Family and community | Circle of security  Targeted cohort will engage in 12 sessions building understanding in positive parenting and skills over 12 weeks.  Targeted cohort will experience:  A safe environment to share experiences  Parenting strategies  Access to a play therapist | By December 2023 6 out of 12 targeted families will complete the entire circle of security programme.  Pre and post questionnaire will be taken with parents attending circle of security to measure impact. |  |  |
| HWB  HYGIOS – 2.5, 2.7  3.1, 3.3  OCTF Outcomes – 1, 3, 4, 5,  Organiser – Family and community | Stay and play  Maintain the high levels of community engagement and working partnerships.  Community family members  Laura Mitchell | By June 2024 the number of community families that regularly (more than 2 weeks in a row) attend will either maintain a baseline of 90 or increase. |  |  |
| HWB  HYGIOS 1, 3  OCTF Outcomes – 1, 3, 4  Organiser –  Teaching and Learning | Seasons for growth  Teacher referred pupils will engage in termly sessions to support loss or change in their lives. | By December 60% of the targeted cohort will show increased wellbeing as evidenced by a Wellness Web at the start and end of each block of work. |  |  |