

Strategic Priority	Year 1	Year 2	Year 3
1.	<u>Curriculum</u> To build confidence and expertise in the teaching and delivery of STEM activities through engagement in the SSERC PCP initiative. (Learning Community Priority)	<u>Curriculum</u> To imbed high quality teaching and learning in STEM and increase application in interdisciplinary learning and real-life learning opportunities.	<u>Curriculum</u> To imbed high quality teaching and learning in ICT and increase application in interdisciplinary learning and real-life learning opportunities.
2.	<u>Raising Attainment</u> To increase attainment in literacy through provision of cohesive, high quality talking and listening and reading instruction.	<u>Raising Attainment</u> To increase attainment in literacy through provision of cohesive, high quality writing instruction and exploration of writing in IDL.	<u>Raising Attainment</u> To increase attainment in numeracy through provision of cohesive, high quality instruction using CPA approach, early identification of barriers and foundational interventions.
3.	<u>Inclusion and Equity</u> To increase learner engagement and attainment for identified children through the provision of universal and targeted interventions. In ELC, targeted interventions through PEEP programme linked to school focus.	<u>Inclusion and Equity</u> To increase learner engagement and attainment for dyslexic children through early identification of possible barriers, increase of DFS environment and strategies, and provision of high-quality targeted interventions.	
4.	<u>Pupil Voice</u> To increase meaningful opportunities for impactful pupil voice incorporating Rights of the Child, Eco Schools & Sustainability, Inclusion, Digital Literacy and Pupil Parliament.		

Context of school

Maxwellton Primary School and Nursery Class is a non-denominational school situated in the Calderwood area of East Kilbride. The local area is a mixture of social and privately-owned housing. Access to transport and local facilities is very good. There are a range of shops, cafes, a restaurant, a post office, churches, a doctor's surgery and Sports Centre all within walking distance. Our local community supports the school and we have developed strong links with local resources and businesses.

The original school was opened in 1957. As part of South Lanarkshire's Schools Modernisation Programme, our new school building was completed and opened in October 2013 and provides an excellent bright and stimulating environment in which our children can learn and achieve.

Maxwellton shares the school campus with Greenburn School, who cater for children with severe and complex needs. There is currently growing practice of social and functional inclusion between the two schools.

In session 2022/2023 the school had a roll of 171 over 7 classes, and the nursery class has 39 children attending throughout the week. There is currently a staffing compliment of 9.6FTE teachers and 8.5FTE support staff in the school. There is a team leader, 5FTE early years workers and 1.6FTE members of support staff in our nursery class.

Our school has **24%** of our children receiving Free School Meal Entitlement (FSME). This is at the same level as last session with no increase or reduction.

Our school roll is predominantly from **SIMD areas 4-6**

SIMD	1	2	3	4	5	6	7	8	9	10
	0%	2%	8%	30%	9%	43%	4%	3%	1%	0%

Our School has also gone through significant changes in leadership within the last 7 years. Since August 2016, the school has had three Acting Head Teachers in place, the revision of the Depute Head Teacher post to Principal Teacher in 2019 and three changes in Headship. The current Headteacher has been in post since April 2023. The leadership team within the school now consists of the Head Teacher and a Principal Teacher.

In the last few years, stakeholders have been consulted in the process of establishing our Vision and Values.

Our vision is 'Developing Potential, Letting True Colours Shine'. We love this vision as we want Maxwellton to be a place where every child's gifts and talents are nurtured and discovered and where children are encouraged to be themselves and to shine. We aim to achieve this by living our school values. Our agreed values are:

- **Compassion** – We want all Maxwellton children to stand out for their compassion to one another. The world needs more compassion, and we hope to start in our little corner in EK!
- **Resilience** – The ability to be able to bounce back in life and get back up again is essential at every age. We hope to instil this into all Maxwellton children to prepare them for their future.
- **Respect** – This is at the heart of Maxwellton and essential for all good relationships in life. We all deserve to be treated and spoken to with respect and we want our Maxwellton children to carry this quality in all their interactions.

We are part of the Calderglen Learning Community and have developed strong links with other local schools. We work closely with our Nursery, other local nurseries and Calderglen High, to ensure that smooth transitions are planned for.

Our Parent Council is active and engaged in the life and work of the school. Supported by our Parents and Carers, they contribute to our school in many different ways, including fundraising.

Our school rules are:

Respect Others

Respect Learning

Respect Self











Maxwellton children are high achieving, happy children! We strive to exemplify our school values in all we do; as we learn, as we work with others and as we prepare for the future.

Section below is for internal use only




School Level Data (complete / delete as appropriate)

☐ [SSR Folder Link](#)
☐ [SQIP Data File Link](#)

School Profile

		1 HT		1 PT		9.6 FTE Teachers		8.5 FTE Support Staff				
School roll		Number of children per cohort							FSME (P6/7)		SIMD 1/2	
171	 84	P1	P2	P3	P4	P5	P6	P7	 19.2%	 1.7%		
	 87	25	23	26	27	19	26	25				
Attendance 		Exclusion (Number of openings per 1000 children) 			Care experienced (Recorded as LAC) 			ASN 		EAL 		
20/21	95.2%	20/21 0			20/21 %			20/21 %		20/21 %		
21/22	91.3%	21/22 0			21/22 %			21/22 %		21/22 %		
22/23	91.9 %	22/23 0			22/23 2.2%			22/23 32.6%		22/23 3.39%		

Nursery Class Profile

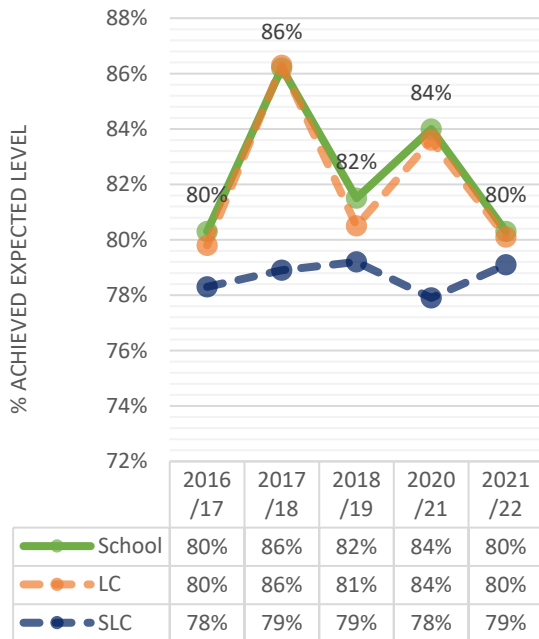
	40	1 TL	5.5 EYPs	1.4 EYSW	Nursery roll 47		N4	22
							N5	18
							Deferred	3

Performance data - ACEL

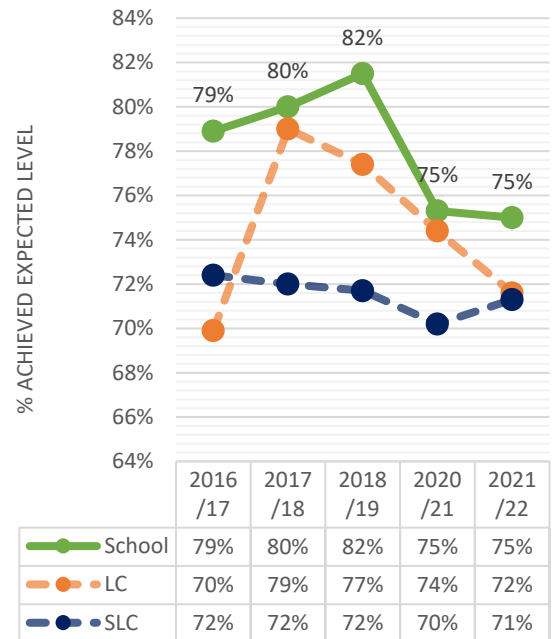
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

 [SSR Folder Link](#)

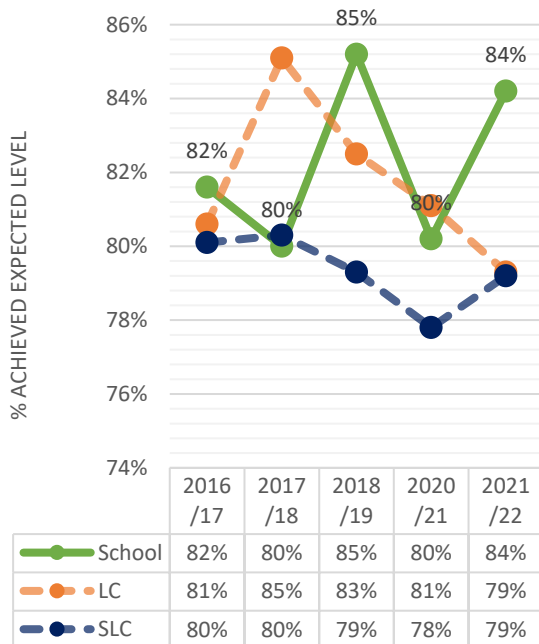
P1/P4/P7 Numeracy



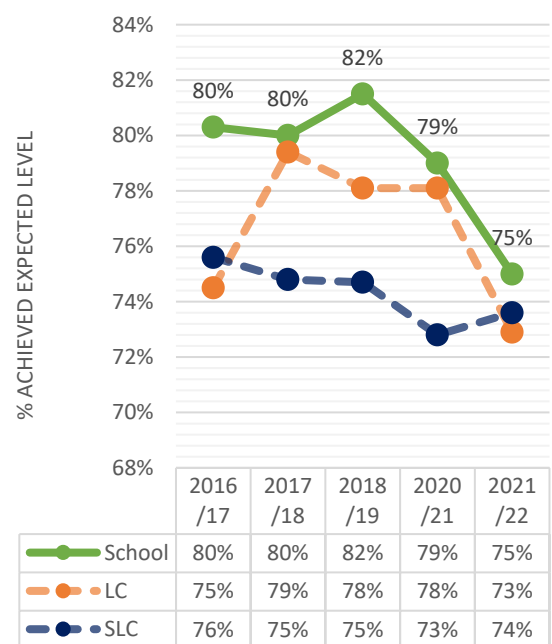
P1/P4/P7 Literacy

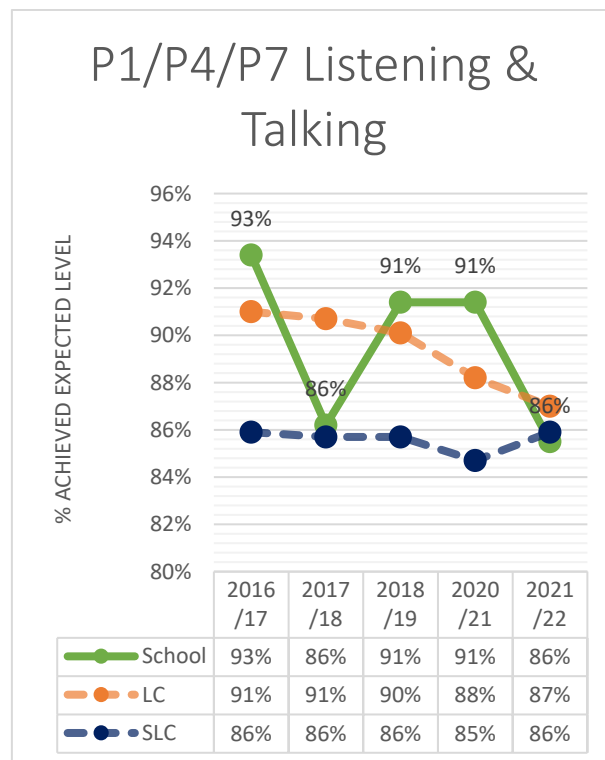


P1/P4/P7 Reading

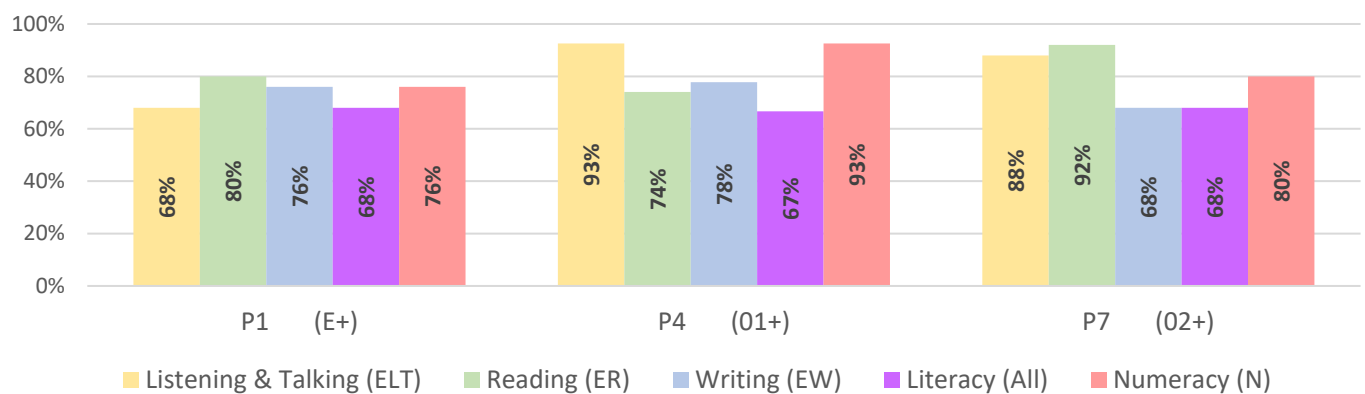


P1/P4/P7 Writing

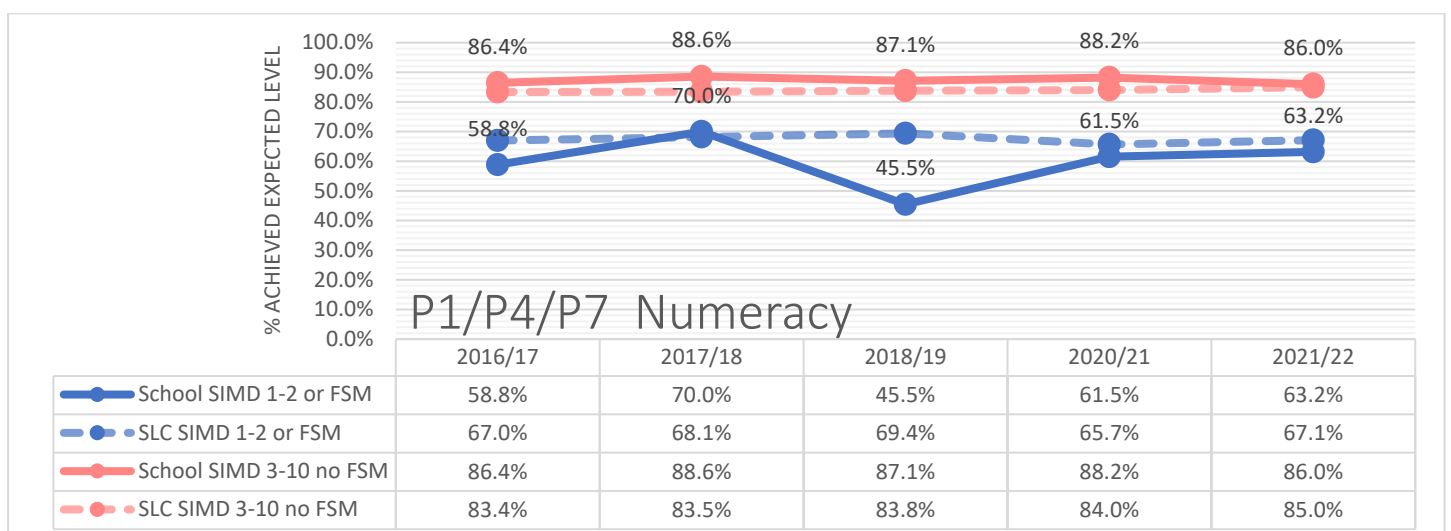


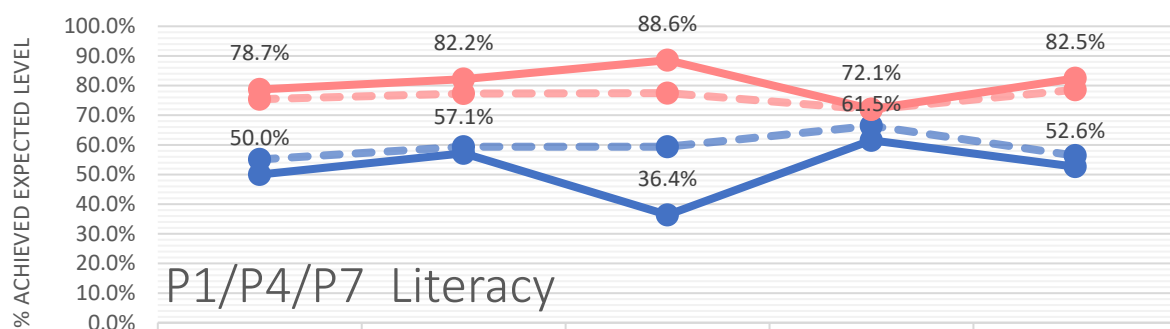


2022/23 % Achieved Expected Level for Literacy and Numeracy Organisers



Performance data - Closing the Gap





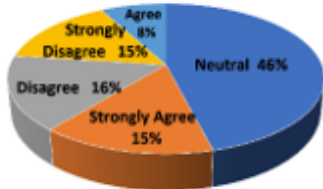
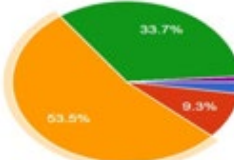
	2016/17	2017/18	2018/19	2020/21	2021/22
—●— School SIMD 1-2 or FSM	50.0%	57.1%	36.4%	61.5%	52.6%
- -●- - SLC SIMD 1-2 or FSM	55.1%	59.4%	59.4%	66.4%	56.4%
—●— School SIMD 3-10 no FSM	78.7%	82.2%	88.6%	72.1%	82.5%
- -●- - SLC SIMD 3-10 no FSM	75.4%	77.3%	77.5%	71.9%	78.6%

Stage	Organiser	SIMD 1-2 & FSM	SIMD 1-2 & FSM %	SIMD 3-10 & No FSM	SIMD 3-10 & No FSM %	Equity Gap
P1 (E+)	ELT	3	43%	14	78%	-35%
	ER	4	57%	16	89%	-32%
	EW	4	57%	15	83%	-26%
	LIT	3	43%	14	78%	-35%
	N	4	57%	15	83%	-26%
P4 (01+)	ELT	5	83%	20	95%	-12%
	ER	4	67%	16	76%	-10%
	EW	3	50%	18	86%	-36%
	LIT	2	33%	0	76%	-43%
	N	5	83%	20	95%	-12%
P7 (02+)	ELT	5	100%	17	85%	15%
	ER	5	100%	18	90%	10%
	EW	2	40%	15	75%	-35%
	LIT	2	40%	0	75%	-35%
	N	2	40%	18	90%	-50%
All stages	ELT	36	86%	121	94%	-8%
	ER	36	86%	120	93%	-7%
	EW	30	71%	118	91%	-20%
	LIT	28	67%	115	89%	-22%
	N	32	76%	123	95%	-19%

Strategic Priority 1

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Staff confidence in teaching and assessment of STEM skills is lower than in other areas of the curriculum. Transference of functional writing skills to STEM application is limited.</p> <p><i>In the nursery, we have one member of staff reporting high levels of confidence and a desire across all staff to provide higher quality experiences in STEM for our children.</i></p> <p><i>General staff confidence is fair. Desire to improve STEM reflected in PDRs.</i></p>	<ul style="list-style-type: none"> There will be an increase in staff's confidence and expertise in the teaching and in the delivery of STEM. There will be an increase in collegiality and a consistent approach to STEM across the learning community and therefore the establishment. There will be an increase in opportunities for all staff to participate in high-quality, professional learning in STEM, supported by SSERC. The school <i>and ELC</i> will improve the quality of learning and teaching within the sphere of STEM. Across the school <i>and ELC</i>, there will be an improvement in resources to support STEM learning effectively while promoting equity and equality. Increased parental partnerships relating to STEM and My World of Work. Children will receive more opportunities to take responsibility for their STEM learning, successes, and achievements. 	<ul style="list-style-type: none"> Engagement with the SSERC PCP initiative. Staff will look inwards to self-evaluate strengths and areas of improvement within STEM (this will be done in partnership with children and all stakeholders). A STEM mentor will be established within the school to support the implementation of the SSERC Primary cluster programme (mentor will participate in residential and CLPL opportunities). <i>A STEM lead will be established within the ELC to support the development of STEM within the ELC.</i> Collaborative working and professional learning opportunities will be established for staff in line with SSERC primary cluster programme. Staff will engage in team teaching opportunities with STEM mentor to further develop the teaching of STEM within their classroom, <i>playroom</i> and outdoors. An audit will be carried out in consultation with staff to evaluate current resources. 	<ul style="list-style-type: none"> SSERC reflection evaluation-completed by mentor: <ul style="list-style-type: none"> Pre course evaluation (October 2023). Post-course questionnaire and planning for change (end of the PCP year and aligned with showcase day). Establishment of STEM working party and action plan (CAT 1). Evaluation of STEM working party action plan. (CAT 7). Teachers' self-evaluation questionnaires (pre and post assessment of confidence and knowledge) September 2023 and June 2024. Self-evaluation feedback following on from CLPL opportunities (2 x CAT nights and ½ Inset day). Team teaching opportunities with STEM (term 2). Evaluation of the impact of team teaching to be completed by all staff. Audit of resources pre and post SSERC PCP initiative. Parent/carers questionnaire/feedback: <ul style="list-style-type: none"> Initial consultation Second consultation following on from awareness session. 	<p><i>PT Carolyn Brown</i></p> <p><i>STEM mentor-Liza Begg</i></p> <p><i>ELC STEM Lead-Mrs Oshin</i></p> <p><i>Working party colleagues Carolyn Brown, PT</i></p> <p><i>Liza Begg, Teacher</i></p> <p><i>Evelyn Oshin, EY Worker</i></p>

		<ul style="list-style-type: none"> • Introduction of new resources to support the development of STEM. • We will tackle stereotypes and promote equity and equality. • A STEM working party will be created to support the development of STEM. This will involve the development of our rationale and design of our STEM curriculum collegiately (this will also involve the development of a framework, pathways, and resources to enhance learning). • Families will be consulted to better understand their needs and aspirations in relation to STEM. • An information session will be provided to parents around STEM development. • Opportunities created for parents and community to support the development of STEM through planned STEM Week and My World of Work opportunities. • STEM Ambassadors will be introduced throughout the school to support the teaching and learning of STEM. • Pupil Voice opportunities incorporated monthly to consult, reflect and develop all aspects of STEM. • Pupil questionnaire and feedback opportunities to seek views on learning experiences and suggested improvement. • STEM clubs, challenges and competition experiences will be introduced and developed. • STEM based stay and play, siblings club or Pupil Leadership opportunity for ELC children. 	<ul style="list-style-type: none"> • Pupil questionnaire and evaluations (pre and post). • STEM Ambassador feedback and pupil voice suggestion box. • Evaluation of STEM week and World of Work. • STEM learning walks (SLT to complete term 3). • Evaluation of STEM clubs/challenges and competitions. 	
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Progress and Impact		Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda											
<p>Through initial questionnaires and self-evaluated dialogue, staff cited a lack of confidence within science and this was a similar picture across the learning community. An initial staff questionnaire indicated that almost 80 % of staff felt they were unsure or not confident within the area of science. This was a similar picture across the learning community.</p> <div><div><p>Maxwellton Primary</p><p>In science, I am confident with the subject knowledge that I am required to teach.</p></div><div><p>Learning Community</p><p>I can confidently teach most areas of the science curriculum and am familiar with the experiences and outcomes.</p><table><tr><td>Strongly Disagree</td><td>2</td></tr><tr><td>Disagree</td><td>8</td></tr><tr><td>Neutral</td><td>48</td></tr><tr><td>Agree</td><td>29</td></tr><tr><td>Strongly Agree</td><td>3</td></tr></table></div></div> <p>All operational activities have been undertaken and the aims of these have been achieved. All staff have engaged with the SSERC PCP initiative through undertaking CLPL sessions delivered by SSERC and the school. The was included in the working time agreement and a clear overview was provided to staff, so they were aware of the development of STEM across the course of the school year.</p> <p>A mentor has been established and has undertaken training through the SSERC residential and CLPL sessions. This has been disseminated to staff at CAT sessions/Inset days. An increase in resources has been established through obtaining a grant and through the participation within the SSERC PCP. Collaborative working has occurred through the learning community training session, where staff observed practical teaching ideas from other STEM mentors across the learning community.</p>		Strongly Disagree	2	Disagree	8	Neutral	48	Agree	29	Strongly Agree	3	<p><u>Rationale to inform SIP</u></p> <p>Pupils</p> <ul style="list-style-type: none">• Increase science throughout the week – not just on one day at one time.• A more consistent link to real life learning situations. <p>staff</p> <ul style="list-style-type: none">• Following on from the SSERC input, staff will apply their skills learned to improve the quality of the teaching and assessment of STEM. <p>Parents/carers</p> <ul style="list-style-type: none">• Further opportunities across all disciplines within STEM. <p><u>Next Steps</u></p> <ul style="list-style-type: none">• There will be an increase in the quality of teaching and learning and assessment of STEM. Staff will build on prior SSERC training.• All staff's knowledge and awareness of digital technologies will have increased and this will be evident in their daily practice.• There will be an increase in collegiality and sharing of good practice of STEM within our establishment and beyond.• Across the school and ELC, there will be an improvement in access to digital technology to support STEM learning effectively.• Children will be provided with more opportunities for interdisciplinary learning in STEM through real life learning opportunities.	
Strongly Disagree	2												
Disagree	8												
Neutral	48												
Agree	29												
Strongly Agree	3												

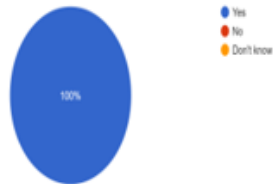


Six schools within the learning community came together at Maxwellton to participate in STEM workshops. The resources were organised for various workshops and over ninety staff took part in two workshops to develop their skills within STEM. Staff selected their preferred workshop prior to the event from a selection of five. All staff across the schools completed feedback (see example below). The overall feedback from staff was very positive. Staff stated they enjoyed the practical lesson ideas delivered by great mentors and asked for further training over a full day.

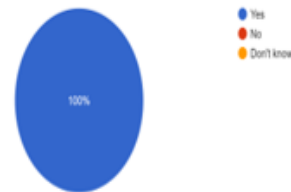
The STEM working party was successful in supporting the resourcing of STEM and organised a STEM week experience for our pupils. The STEM working party helped to build capacity in staff and ensures a more sustainable approach for science. More partnerships have been created with local businesses and organisations. The Science Centre delivered sessions to further enhance the science experiences of our children across all primary stages. The children had the opportunity to work alongside high school science teachers and responded very positively to this input. The school invited Network Rail in to develop STEM real life learning experiences with our pupils. This was also supported by visits from an engineer, occupational therapist and the ambulance service.

A STEM Week questionnaire was sent to the staff and children to receive their feedback. The feedback collated following STEM week was very positive.

Do you feel the science/STEM week focus: Led to an increase in motivation for science for learners?
11 responses



Do you feel the science/STEM week focus: Began to create partnerships with local communities/businesses?
11 responses

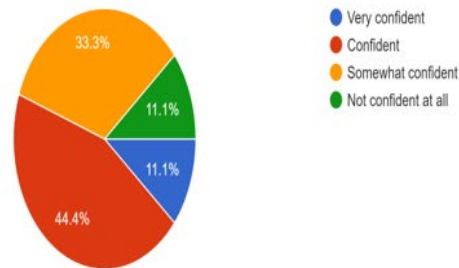


The feedback following STEM Week was led by the STEM leaders in P7. The children across the school identified areas that they loved about STEM week and spoke confidently about what they enjoyed. Common positive themes across the classes were: partnership working with the Science Centre and Network Rail; and STEM challenges within their classroom. The children highlighted improvement suggestions and common themes were more visitors and “more explosive science experiments”.

Staff were provided with a ‘support questionnaire’ to ensure they were provided with the correct support when teaching science. This was completed following the first block of CLPL and before they took part in team-teaching sessions and teaching of science. 55.5% of staff identify as very confident/confident and 33.3% somewhat confident. This is a very positive shift from the first initial questionnaire where almost 80% of staff stated they felt not sure or not confident. Staff identified the suggested support that is listed below. Staff engaged in team teaching experiences thereafter. Resources were increased through a grant application and the SSERC partnership.

1. How do you feel about teaching science during term 3?

9 responses



2. What support do you feel you will require to help you with the teaching of science during term 3?

9 responses

- Someone to model a good lesson.
- Available resources for engaging and interactive lessons. Someone modelling a science lesson.
- someone else doing it
- Assistance with the appropriate levelling for science concepts.
- Modelling and well resourced
- Someone to model a good science lesson and show the structure for example, do all kids do the experiments at the same time?
- Resources are the main thing I need but I would like to team teach or shadow someone to see the best way to organise the tasks.

Staff participated in team teaching sessions with the STEM mentor and PT. The provided the following feedback after the experience to inform next steps.

If the answer to the above was yes then please highlight positives gained.

7 responses

Fantastic opportunity to learn and network with others.

I haven't had a chance to do this yet but will.

It gave me valuable experience in facilitating meaningful and engaging STEM learning experiences with a 2nd level class. It allowed me to see linking STEM to real world problems and the world of work for maximum engagement and purpose.

Scheduling conflicts arose which has postponed the team teaching.

Increased capacity and confidence with staff,

I enjoyed using the SSERC resources and suggested lessons ideas. It was great to utilise these and share these with colleagues.

4. What would an effective science curriculum look like at Maxwellton?

9 responses

Progressive pathways and adequate resources

One that someone else does

Inbuilt, with a focus on skills related to hypothesising and reasoning.

Practical and written work

Progressive grids and well resourced

Balance of practical and knowledge based learning. Structure to ensure all areas are covered within the levels.

A series of structured lessons for each stage, with resources there to match. A good balance of practical and theory based learning.

Organised, replenished resources in a safe but accessible place. Planners and lessons with a clear progression throughout the school and where possible linking with Social Studies or Art etc at that stage.

Parental engagement has been increasing through the establishment of STEM workshops for classes and this received very positive feedback from pupils and parents. The parents/carers attended STEM workshops. They worked in partnership with their children to create design and test STEM activities. Four workshops were completed. The participation from parents was very high in each class. Over 75 % of parents/carers attended. Parents/carers were asked to complete a self-evaluation on what they enjoyed and suggestions for improvement. Almost all (>95%) of the feedback comments were categorised as positive. A common theme was parents requested further workshops as they really enjoyed the experience.



Staff have been supported through the implementation of science frameworks and skill progressive planners. Staff have engaged in team teaching opportunities with the SSERC mentor and PT. Staff are now teaching science in their own classes and are showing an increase in confidence from the initial questionnaire. There is now a more consistent approach to teaching science/STEM across the school and there has been an increase in resources provided and suggested lessons.

What is going well?

- Asleighann - It's really fun as we are getting to use our knowledge to tell the class what we have learned.
- Leah - We get to work with partners and learn from each other. It's good to learn in partners and groups.
- Megan - We enjoy doing research then making and testing things.
- Logan - We have been learning about refraction. We are learning the scientific terminology. It's really fun. I like making a prediction or hypothesis and it test it.
- Ellayna/ Gillespie - I like the range of things we learn in science.
- Ellis - Seeing how things work and using open questions helps us find out things.
- Ciara - We enjoy having the chance to make changes and retest is important.
- Adam/Zac/Lochlann - we look at different viewpoints and challenge our thinking by looking at different facts.

Even better if...

- Ellayana - We should have science throughout the week - not just on one day at one time.
- Ashleighann - We would like more chemical based science. We love experiments.
- All - Link it to the real life jobs.
- All - Maybe have longer sessions of science. We would like to really focus on it rather than stopping after a wee while.

The children within the ELC enjoyed taking part in their STEM workshop with their siblings. This received positive feedback from the pupils. Staff have increased their resources for STEM within the ELC but would like to further enhance technology experiences next session. The ELC will implement strategies and training from 'Learning through Landscapes'.

Developing STEM (and specifically science in year 1 of the cycle) has led to the logistics of science teaching changing from the remit of one teacher, to the remit of all. This change of landscape, points to evidence of a new significance being placed upon science. The next step here is to evaluate the assessment and tracking of science outcomes.

Strategic Priority 2

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.4 Personalised support <u>HGIOELC QIs (select from drop down menus)</u> 1.1 Self Evaluation for self-improvement 2.2 Curriculum 2.4 Personalised support</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>ACEL data over time shows downward trend across literacy at Primary 1, 4 and 7. ACEL data over time shown downward trend in listening and talking attainment at Primary 1, 4 and 7. ACEL data over time shows instability in reading attainment at Primary 1, 4 and 7 and significant downward trend at P4 in reading.</p> <p>Progress and achievement meetings highlighted lack of confidence in identifying achievement in literacy using benchmarks. Standardised assessments show that girls are outperforming boys in reading and the attainment gap between least and most deprived is growing, particularly in reading.</p>	<ul style="list-style-type: none"> Across the school, there will be a closer alignment of CFE performance between talking and listening and reading (aggregated data from P1,4,7) by 5%. We will aim to close the poverty related attainment gap in talking and listening and reading by at least 5%. Children will demonstrate increased motivation for reading and have more opportunity to read for enjoyment. School and nursery will reflect a literacy rich environment to help promote a culture and love of reading. Maxwellton will become an accredited Reading School. Increase staff data literacy utilising standardised 	<ul style="list-style-type: none"> Audit of reading motivation undertaken with children, staff and parents. Audit of practice in talking and listening and reading practice undertaken Introduce skills frameworks in literacy to support planning and progression. Development of Literacy Working Party focusing on development of high yield impactful activities for learning. Working party will create an action plan for implementation. Staff development session on the Science of Reading. Staff development on high quality listening and talking. Creation of Literacy rationale for Listening and Talking and Reading. Introduction of 15 minute 'Drop Everything and Read' enjoyment sessions in all classes at least 3x per week. Data moderation sessions with Hunter P.S. using Literacy benchmarks to moderate standards. Rejuvenation and restock of library area. 	<ul style="list-style-type: none"> Reading motivation questionnaires: pre and post scores. Increase in CfE attainment data in reading and writing at ACEL stages. Increase in standardised assessment data using NGRT assessment. Teacher confidence in utilising benchmarks – questionnaires: pre and post scores. Quality Assurance class visits – T&L/Reading focus. Play Audits – Primary 1 Pre and post literacy-rich environmental audits. HGIOELC audit 1.1, 2.2, 2.4 Phonological awareness screener scores. Leuven engagement scale data in literacy-based experiences. 	<p>Elaine Cooke, HT</p> <p>Working Party Lead, TBC</p> <p>Amy Cassidy, Team Leader</p> <p>Gayle Lindsay, EYW</p>

<p>Within the ELC, through self-evaluation, a need for improvement in the development of a literacy-rich environment is required.</p> <p>Current tracking procedures are not clearly identifying literacy progress and identification of barriers.</p>	<p>assessment information in literacy.</p> <ul style="list-style-type: none"> • Potential barriers to learning in literacy identified as soon as possible to facilitate early intervention. • Nursery will reflect a literacy rich environment to promote a culture and love of reading. • Nursery will increase parental involvement with a literacy focus. 	<ul style="list-style-type: none"> • Weekly class school library visits. • Link with St Leonard's Library to arrange reading visits for every class. • Undertake accreditation for 'Reading school' through Scottish Book Trust. • Engage children in First Minister's Reading challenge 2023/4. • Targeted focus on literacy development thought play in Primary 1. • Literacy PEEP programme for Parents • Book bug programme running throughout the year for ELC pupils. • Audit of Literacy-Rich environment in ELC using Together We Can and We Will and Inverclyde auditing tools. • Utilise lighting and soft furnishings to increase reading access. • Rejuvenation and restock of library /reading areas in ELC. • Implementation of phonological awareness screening in N5 children at beginning and end of the year. • Staff development session on engagement levels. • Implementation of high-quality, literacy dense provocations for learning in ELC. 		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>All staff across the school are now using progression frameworks to inform their planning, preparation and assessment in literacy. This has positively impacted on teacher engagement and understanding of benchmarks and skills development and has increased the robustness and accuracy of professional judgement. This has had a positive impact on our attainment in talking and listening at all stages.</i></p>			<p><u>Rationale to inform SIP</u></p> <p>Pupils</p> <ul style="list-style-type: none"> • We need to work on identifying what we need to get better at. We are not sure. <p>Staff</p> <ul style="list-style-type: none"> • Writing needs further development. Staff feel there is no clear programme or structure 	

Literacy Attainment P1/4/7 over time

Organiser	2018/19	2020/21	2021/22	2022/23	2023/24 November	2023/24 February	2023/24 June
Numeracy	81.5	84	80.3	83.1	84.6	89.7	88.5
Literacy	81.5	75.3	75	67.5	69.2	80.8	78.2
Reading	85.2	80.2	84.2	81.8	79.5	88.5	84.6
Writing	81.5	79	75	74	73.1	84.6	80.8
Listening & Talking	91.4	91.4	85.5	83.1	87.2	94.9	91.0

Literacy Attainment June 2023/24

	P1 (E+)	P2 (E+)	P3 (E+)	P4 (01+)	P5 (01+)	P6 (01+)	P7 (02+)
Listening & Talking (ELT)	19	25	27	27	29	19	25
Reading (ER)	20	25	27	24	27	19	22
Writing (EW)	19	23	27	23	27	18	21
Literacy (All)	18	23	27	22	26	18	18
Numeracy (N)	21	25	25	25	28	18	23
Listening & Talking (ELT)	79%	100%	100%	100%	100%	100%	93%
Reading (ER)	83%	100%	100%	89%	93%	100%	71%
Writing (EW)	79%	92%	100%	85%	93%	95%	78%
Literacy (All)	75%	92%	100%	81%	90%	95%	78%
Numeracy (N)	88%	100%	93%	93%	97%	95%	85%

From the data, it is clear that Writing is our area where we need to focus our development. In particular, there is a dip at Primary 4 and Primary 7.

This year, one of our major focus points was increasing reading for enjoyment and reviewing engagement in reading for our learners. We consulted with our children on their views and their feedback was:

What are we doing well?	Even better if...
<ul style="list-style-type: none"> We have a good selection of books to pick from. I like having a class library. Fruit and story is great. We like having our free writing jotter. It's good to have a chance to write what we want to write 	<ul style="list-style-type: none"> Children spoken to don't understand the comprehension strategies and are unable to confidently discuss them. I would like to have a reading for enjoyment at fruit and story time as we think that that would help us to read more and enjoy it.

to writing. Lack of confidence in application identified. Str

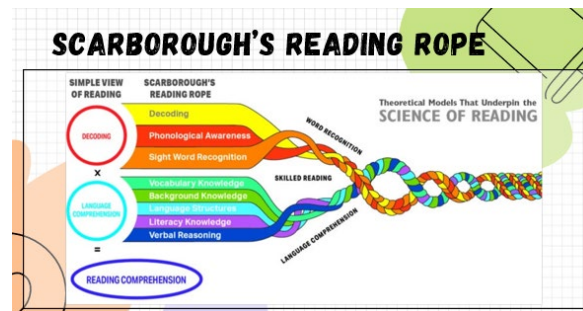
Next Steps

- Embed FLIPP in Primary 1.
- Undertake training in the NELI approach as whole class in Primary 1 – training and implementation
- Children becoming more aware of the comprehension strategies. Consistency in comprehension strategy use.
- Children's choice in deciding novels.
- Children's choice more evident in curriculum mapping.
- Review DEAR to replace fruit and story.
- Develop writing across school
- Book Bug and PEEP programme to be extended
- Further improvements in literacy provocations in nursery
- Focus on markmaking and writing in nursery

- Reading tasks are boring but just right in difficulty.
- I find it hard to read and remember so I find the tasks difficult.
- Reading tasks are too easy.

- Reading partners would be good.
- More access to Audible or audio books in school.
- Funny questions would help.
- We would like more choice over what we read to do tasks on because it isn't good if you don't like the author.
- More choice in choosing novels.
- We would like to do more authors other than Michael Morpurgo.
- We don't really learn about talking and listening. We need more lessons in this.
- We don't really know what we need to do to get better at our reading or talking and listening.

This year we have:

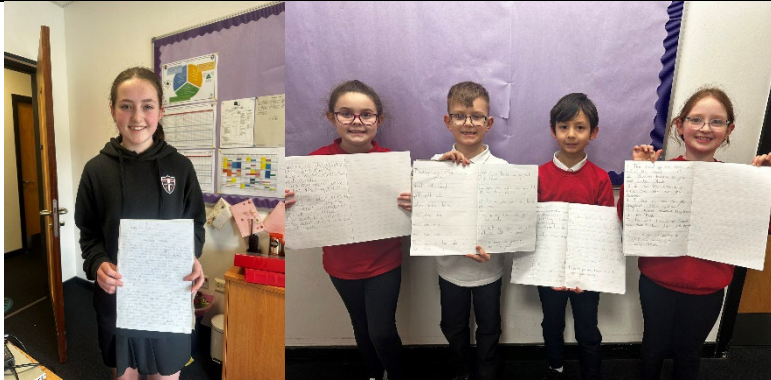


- Engaged all teaching staff in development activities and research around the Science of Reading. All staff now have a clearer understanding of the different components that need to be considered when teaching reading. Our next steps will involve looking at the order of the teaching of phonics, utilising the alphabetic code to teach phonemes for the same sounds together.
- Created a Reading Leadership Pupil Group who bid for funds to revamp our library space using funds from the Scottish Book Trust Reading Schools fund.. They created a video of our current space and identified our 'we

need' priorities which were then shared with the Scottish Book Trust. They were successful in their bid for £500 and we now have a usable, accessible, inviting space where learners can access high quality texts. Our next steps are to revamp class libraries and increase dyslexia friendly texts within our provision.



- Asked our Primary 6 buddies to read with our nursery children as part of ELC-P1 transition. This was very well received and will now form a permanent part of the transition programme.*



- Introduced the FLIP programme in Primary 1 to develop phonological awareness and development of early reading. This has been very successful with almost all children achieving all of their single sounds (identifying, reading, blending, writing) by the end of their P1 year. All children who are not on track for learning in literacy in Primary 1 are already identified through SINT. Our next steps are to look at the provision of high-quality intervention in Primary 1 for learners at risk of not achieving.
- All classes engage in daily fruit and story Drop Everything and Read. Next steps are to incorporate this into library visits for all classes.
- Nursery parents were all offered a PEEP programme based around literacy. We will continue this next year with higher advertising of this to increase uptake. At transition time, parents were also offered a PEEP transition programme which ran very successfully. We will also incorporate more curricular areas in PEEP focus to create a full programme of parental engagement.
- Literacy opportunities are now more evident in the ELC and provision across the nursery is increasing. Our next steps are to fully utilize the environmental audits to ensure that mark-making becomes a focus for provision.
- Our nursery environment has been improved with an increase in soft furnishings and cosy corners. The children are making better use of these areas and literacy is beginning to permeate.

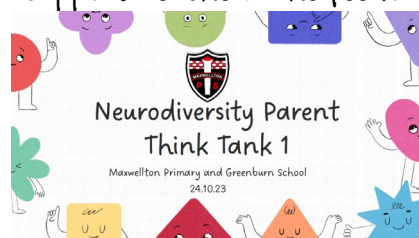
Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC improvement Parent/carer involvement and engagement	<u>SLC Priority (select from drop down menus)</u> Choose an item. Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships <u>HGIOELC QIs (select from drop down menus)</u> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnership	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Attendance levels within Maxwellton are slightly lower than the SLC average. Reasons from caregivers have included mental and emotional health issues which are impacting on children's ability to attend school.</p> <p>Parental views sought informally have indicated that there is a perceived lack of support for families currently involved in the neurodevelopmental pathway process.</p> <p>Children identified through PEF are attaining at a considerably lower level than peers across the school.</p> <p>Children with or in the process of identification of neurodivergent conditions are attaining at a lower level than peers across the school.</p>	<ul style="list-style-type: none"> • All staff will have a firm and shared understanding of the principles of Nurture. • Targeted children will benefit from appropriate HWB interventions. • Children can recognise emotions and describe/explain them. • Targeted children will benefit from increased levels of engagement. • Targeted children will benefit from increased attendance levels. • Reduction in distressed behaviours. • Consistent approach to PPRUDB through reviewed policy and practice. • Parental support networks established for understanding and supporting neurodivergency and exploring strategies. 	<ul style="list-style-type: none"> • All staff will participate in the Let's Connect workshops. • P6&7 children will participate in the Let's Connect workshops. • Parents will be offered 4 sessions of Let's Connect workshops. • Staff development session on Nurturing Principles. • Families will be consulted with to better understand their needs in relation to inclusion, wellbeing and neurodivergency. • Development of Nurture spaces within the school. • 2x Staff training on Nurture. • Looking outwards to develop skills in confidence through staff visits to established nurture bases/rooms, • Implementation of upper and lower nurture groups for targeted children. • Development of Inclusion Working Party focusing on development of universal and targeted HWB interventions to meet the needs of all learners. • Reorganisation of pupil support deployment to create an 'Inclusion Team', providing interventions and bespoke support for learners to maximise impact. • Working party will create an action plan for implementation. • Zones of Regulation approaches introduced across the school. 	<ul style="list-style-type: none"> • Pre and post perspective qualitative data sought from caregivers on available support. • Boxall Profiles completed in September, December and May. • Attainment data and standardised data for children receiving targeted interventions. • Attendance data for children receiving targeted interventions. • Data from family consultations. • Increase in engagement using Leuven Scale data for targeted children. • Tracking parental/family attendance at Think Tanks. • Evaluations of Think Tanks. • Glasgow Motivation and Wellbeing Profile (GMWP) for targeted children. • Evaluation of Let's Connect workshops – staff, children, parents. • Pre and post impact questionnaires for HWB interventions. • HGIOS/HGIOURS self-evaluations. • Parental questionnaire feedback. 	<p><i>Elaine Cooke, HT</i></p> <p><i>Laura Short, Class Teacher</i></p> <p><i>Aileen Thomson, Team Leader</i></p> <p><i>Amy Cassidy, Team Leader</i></p>

Over last 3 years, there has been an increase in communication needs within the ELC.	<ul style="list-style-type: none"> • Staff confident in engaging in high quality communications and interactions with children. • Children will be confident in understanding what people say, sharing their needs and using communication skills to interact with others. • Our ELC will reflect a communication friendly environment. 	<ul style="list-style-type: none"> • Targeted children will receive appropriate bespoke interventions to meet wellbeing needs – Circle of Friends, Nurture Groups, Life skills groups etc. • Monthly Neurodivergency Parent Think Tanks established with speakers from 3rd sector support networks – REACH, ARCH, NAS, ADHD Support network, Love Autism, Dyslexia Scotland etc. • School assistant team deployed with responsibility for interventions to meet the needs of targeted children. • Consultation with all stakeholders on a consistent and coherent approach to supporting positive relationships and behaviour. • Change from titles to use of first names for staff in ELC to aid communication with children. • Increase in the use of visuals across the ELC to support permanency and security in communication. • Introduction of Story of the Moment, Rhyme of the Time and Sign of the Moment to increase phonological awareness and encourage parent partnership. • Increase use of Makaton in ELC. Sign of the week at assembly. Links with Inclusion Ambassadors. • Delivery of PEEP sessions related to communication and life skills. • Audits undertaken to identify areas of strength and development in meeting communication needs. • Working party established to develop communication friendly environment and practice across the ELC. 	<ul style="list-style-type: none"> • Staff confidence and motivation pre and post questionnaires. • HGIOELC self-evaluation 	
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Progress and Impact

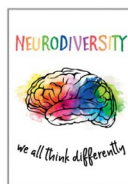
- Attendance levels in 22/23 were sitting at 91.8%. This year we have placed a focus on engaging parents where attendance was dipping below 90%. Monthly audits were undertaken and meetings were conducted with all identified families and actions including engagement with health around referrals for recurrent tonsillitis, counselling and nurture provision for individual children were implemented. Home visits were also undertaken for our most vulnerable families.
- Our attendance rose to 92.88% this session, an increase of 1.08%. This is higher than the national statistic of 90.2% and the 22/23 South Lanarkshire Statistic of 92.5%. We will continue to focus on engaging our families who are sitting below the 90% attendance threshold and, in addition, begin to target those at 90-95% to further increase attendance statistics. Next session, we will aim to have attendance statistics of over 93.1%.
- All staff engaged in the Let's Connect workshops. The uptake from our parent body was limited. This appears to be the case whether the workshops were held online, face to face, school specific or wider. Our Primary 6s and Primary 7s engaged in the workshops with Iona from Let's Connect. The feedback from the learners was positive.
- Our parent body were offered workshops on Neurodiversity and Dyslexia. Our Neurodiversity workshop was co-hosted with Greenburn School and was attended by 17 parents. The Dyslexia workshop was attended by 18 parents and was delivered in collaboration with our Pupil Support Teacher. The feedback from both sessions was overwhelmingly positive.



What is Neurodiversity?

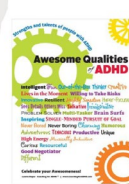
- Have you noticed that everyone thinks, learns and processes information differently?
- Neurodiversity is based on the idea that everyone has a differently wired brain and their own unique way of thinking and experiencing the world.
- Neurodiversity is the range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population. Neurodiversity embraces the idea that being human is unique with a unique combination of abilities and needs.

Neurodiversity is about recognising that everyone's brain works differently.



Attention-Deficit Hyperactivity Disorder - I Can...

- Be hyper-focused in a task that interests me
- Show ingenuity and creativity
- Often show curiosity
- Be perceptive
- Take risks and dare to try!
- Have endless energy and motivate others
- Display resilience and overcome obstacles



Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

Rationale to inform SIP

Pupils



Our Children Said:

We enjoy learning We love to learn in school We like when learning is hard We love learning outdoors We like to be active We like to make a difference We want to learn things that will help us in our jobs We like visitors We like trips We like working together We like trying new things We like Nurture	We like showing what we have learned We don't like learning stuff we already know We like the iPads We like using computers We like helping the wee ones We like helping at Greenburn We like assembly We think work is too easy sometimes We like fruit and story We like the Goblins and the Elves making challenges We like telling you what we want in our school We like Boardgames and Buddies
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Staff

You Said:



We are approachable We are caring We have positive relationships with our families, learners and each other We are responsive We are courageous We are flexible We are committed We are determined	We know our children well We are child-centred We are hard-working We are forward thinking We are kind We aim for a dynamic and engaging curriculum We collaborate We have a strong parent partnership	We are reflective We are understanding We strive for equity We aim for success for our learners We persevere We show compassion We are respectful We are brave We are inclusive
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Parents

- More support required in supporting our children with additional support needs.
- Better understanding of our processes.
- Consistency in 'behaviour management' approaches.
- More leadership opportunities for our children.

Next Steps

- Implementation of PPR Policy and new procedures. (Maintenance)
- PALS training for P7s and increase in leadership opportunities to increase.
- Review of our Staged Intervention and ASP procedures to increase parental involvement and pupil voice.

- We established a fantastic nurture space within our school and trained two members of our team in nurturing interventions.
- We engaged our authority lead, Susan Tullett, to help develop our ethos, spaces and approaches.
- All staff undertook 'Nurturing Approaches' training with Susan Tullett. Our nursery staff had bespoke input from Susan.
- We offered 31 children, identified through the Boxall process, from P1-7 an opportunity to engage in formal nurturing interventions through cooking, playing, talking and engaging with friends.
- We identified a breakout space for children to use for self-regulation and introduced Inclusion Boxes in every class containing resources to support emotional regulation.
- We had Susan Tullett working 1:1 with a class teacher to design a bespoke approach for a class with significant nurture needs.



- TAC cycle to be implemented.
- Review of our suite of interventions to ensure that pupil need is fully being met.
- Continuation of Nurture and Board Games and Buddies club.
- Increase in extra curricular opportunities.
- Attendance monthly audits to continue.



- We have consulted with our whole school community to review our vision and values. We have decided that our vision and values should be:
 - Working together, we are all on the right T.R.A.C.K!
 - Teamwork, Respect, Achievement, Care, Kindness
- Our children submitted designs to create our own logo to represent these. Here is the finished article:



Working together, we are
all on the right T.R.A.C.K!

- We took part in the 'Listen Up' Campaign for Anti-Bullying Week.



- We have reviewed our approaches to Promoting Positive Relationships to reflect restorative practices and nurturing principles. All staff understand that behaviour is communication and have been made aware of restorative approaches. Our Promoting Positive Relationships Policy has been reviewed to focus on our new shared values and aims. We will focus more on celebrating the positives and helping children restore relationships when things go wrong. This approach will be fully implemented in August.


- Our children shared:

What are we doing well?	Even better if...
<p>The staff hear both sides of the story and help us sort things out.</p> <p>Our school is good at helping people sort things out.</p> <p>Staff are very nurturing.</p> <p>We are really good at nurture. Some people with autism display behaviour that makes us feel uncomfortable and that can get us in trouble. The teachers are helping us understand this behaviour.</p> <p>We talk about our differences at assembly.</p>	<p>Sometimes our students can be quite mean. I think we need to support people to be kinder at times.</p> <p>P7 monitors are too bossy. They think they are in charge.</p> <p>We would like more chances to celebrate when we are good at something.</p> <p>House points aren't always fair. We need something for us on our own.</p>

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

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC improvement School and ELC leadership	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Improve Health and Wellbeing to enable children and families to flourish	<u>SLC Stretch Aims</u> Cost of the School Day ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 1.1 Self Evaluation for self-improvement 1.2 Leadership of learning 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Opportunities for Pupil Voice need increased across the school. Child led change has been limited over the past few years and more opportunities for meaningful engagement need to be identified.</p> <p>Through observations and self-evaluation, it is evident that the ELC staff are very responsive to meeting the needs of children. There is, however, a lack of evidence and reflection of children's voice to support this in care</p>	<ul style="list-style-type: none"> Children, staff and parents will have a firm understanding of the UNCRC Convention on the Rights of the Child. Our school will work towards and achieve the RRS Silver Award. All children in P3-7 involved in meaningful and impactful Pupil Voice Activities. All children in ELC – P2 involved in meaningful consultation. All children and staff will have a better understanding of sustainability and climate impact. Children's voice will be evident throughout the nursery. Children's voice will be evident in planning and evaluation of learning experiences. Care Plans and Staged Intervention will be more specific and reflect the voice of the child, parent and staff. 	<ul style="list-style-type: none"> Weekly Pupil Voice sessions will be implemented for all children in P3-7 led by leadership, teaching and support staff. <ul style="list-style-type: none"> JRSO RRS Eco School – Litter and Food Waste Digital Leaders Play Leaders Pupil Parliament/Council Inclusion Ambassadors – collaborative with Greenburn Sports Leaders Pupil Mediators Dyslexia Friends Schools Each Pupil Voice group will develop their own mini action plan to be achieved throughout the session. Opportunities will be sought from community partners and parents to support implementation of our Pupil Voice action plans. 	<ul style="list-style-type: none"> Tracking of pupil numbers involved in Pupil Voice. Pre and post impact measures for each pupil voice group. Achievement of RRS Silver Award. Work towards/achieve Green Eco Flag Evaluation of action plans Parental consultations Children's consultations Learning Journal monthly audits 	<p>Leadership Team</p> <p>P3-7 Class Teachers</p> <p>Support Staff Team</p>

<p>planning, curricular planning and through the use of Learning Journals. A more explicit 'golden thread' needs to run through from Care Plan, Staged Intervention, Planning, Children's Voice, Impact and Evaluation to ensure all children's needs are being met.</p>	<ul style="list-style-type: none"> • Staff confidence in implementing processes will increase. • Staff will have a firmer understanding of the overall profile of the ELC. • Children, staff and parents will have a firm understanding of the UNCRC. 	<ul style="list-style-type: none"> • Opportunities for ELC-P2 consultation/involvement will be identified. • Schedule of assemblies related to Pupil Voice groups. • Eco School group will be involved in the SLC Food Waste project. • All classes, including ELC, will develop their own class charter. • Re-zoning of the ELC to Social, Creative, Discovery and Outdoor Zones. Introduction of leadership roles for children in the ELC related to identified zones. • Revision of planning procedures to ensure children's voice is evident. • Consultation with all families on care plan processes to increase efficacy and impact. • All staff to undertake Care Plan Learn Online course. • HG10ELC/Realising the Ambition children's voice group. • Review our policies with all stakeholders on a monthly basis. • Increase in recording of children's voice in learning journals. • Review process of observation and recording in learning journals to ensure learning and child focus. 		
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Progress and Impact		Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<ul style="list-style-type: none">All classes have created their own class charters. We have begun the introduction of UNCRC Rights of the Child through Assembly inputs and class lessons.		<p><u>Next Steps</u></p> <ul style="list-style-type: none">Formalise groups for leadership focusing on Ethos and Life of the School – 4 times per year, we will have Pupil Groups leading whole school events.Look at sustainable measures for pupil voice opportunities.Eco Group moving towards our Green Flag.Pupil Council formalised and underway.Article of the Week at AssemblyRRS group set up to go for silver accreditation.Attachment pledges completed
What's working well?	Our school needs to get better at:	
<p>We have our Pupil Voice Groups. We want them to be more regular.</p> <p>Good idea to have pupil Voice Groups. It's important for our voices to be heard. It's a chance to express how you feel.</p>	<ul style="list-style-type: none">Indoor playsKinder pupilsMore resources – more glue and whiteboard pens.Maths is very hard – we need a better curriculum.More ScienceMaking links with our science and writing and maths to make it link together.More people using the ICT suite.Schedule PV groups when there are no competitions.	
<ul style="list-style-type: none">Unfortunately, due to staffing shortages, our Pupil Voice groups had to be reviewed and ultimately stopped and the impact was minimal.Our Events Coordinators in Primary 7 led Halloween, Christmas and Easter whole school events. This involved leadership of different groups of children from P5-7 and organizing communication to parents, staff and pupils. This was very well received.		
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PEF Improvement Planning and Standards and Quality Reporting for 2023/24

<p style="text-align: center;">SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & 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
After analysis of attainment and attendance data, it was identified that children tracked through PEF are at a higher risk of not attaining expected levels in literacy and numeracy and are at higher risk of disengagement.	Teacher – 0.5 Apr-Aug/0.6 Aug-March £39714	To implement Nurture and HWB interventions in order to support children and families to flourish. Targeted children will benefit from appropriate HWB interventions. Targeted children will benefit from increased attendance levels	Implementation of upper and lower nurture groups. Implementation of HWB interventions. Monthly monitoring of attendance data.	Pre and post perspective qualitative data sought from caregivers on available support. Boxall Profiles completed in September, December and May.		
	Nurture Resources £1232.75			Attendance data, attainment data and standardised data for children receiving targeted interventions.		
	Boxall Profiles £100			Attendance data for children receiving targeted interventions.		
	Standardised Assessments £1345	To assist in assessing impact of interventions and pedagogy on curricular attainment.	Standardised Assessments undertaken x 3 per year,	ACEL Data – increase of at least 5% in literacy (reading and T&L) achieving expected levels. Standardised assessments – reduction of at least 5% in gap between average and PEF tracked scores. Accelerated		

				progress evident in targeted learners.		
Participatory budget. Initial consultation with parents and children has identified a need for more access to technology and access to resources to support learning, particularly for learners with an identified barrier to learning such as dyslexia.	Chromebooks, Digital subscriptions and Dyslexia Friendly resources. £2944.25	Learners identified with, or in process of identification of, a barrier to learning will be effectively supported to access their learning. Learners identified with, or in process of identification of, a barrier to learning will make accelerated progress in learning, particularly in literacy.	Set up of Inclusion Ambassador group in collaboration with Greenburn. Set up of Dyslexia Friendly Schools group. Identification of DFS strategies and resources for all classes.	ACEL Data – increase of at least 5% in literacy (reading and T&L) achieving expected levels. Standardised assessments – reduction of at least 5% in gap between average and PEF tracked scores. Accelerated progress evident in targeted learners. Pre and post perception questionnaires from targeted learners.		
TOTAL SPEND (incl carry forward)	£44,836.00					
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			
<p><i>The majority of our PEF budget was used to fund a teacher. Unfortunately, due to long-term absence, the teacher funded through PEF was used to cover a class from November onwards. This has had a catastrophic impact on the development of our PEF plans. We were unable to sustain interventions. We had to strip back nurture provision.</i></p> <p><i>We utilised our SSA Team leader hours to continue an augmented version of nurture which had a very positive impact on the learners involved.</i></p> <p><i>We purchased additional chromebooks which positively impacted on some learners. Our next steps are to purchase more iPads to increase access for all identified learners.</i></p>			<p><i>We will not be funding a teacher from August onwards. The permanent staff member will be assumed within our allocated staffing.</i></p> <p><i>Our focus in PEF next session will be using funds to augment our digital provision, enhance PT to DHT equity with a focus on numeracy interventions and provide a School Assistant ringfenced for interventions.</i></p>			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<i>Numeracy – increase access to high quality resources to support teaching and learning.</i>	<i>Staff</i>	<i>Aug 2023 – June 2024</i>
<i>Pilot Maths Recovery approaches within Pupil Support to ascertain initial impact.</i>	<i>Inclusion Team (Teacher/Support Assistants)</i>	<i>Aug 2023 – June 2024</i>
<i>Planning procedures – introduce skills frameworks and context overviews to support proportionate and relevant planning.</i>	<i>Staff</i>	<i>Aug 2023 – June 2024</i>
<i>Play Pedagogy in Primary 1, and initial trial in Primary 2</i>	<i>Primary 1 Staff/ Primary 2 Staff</i>	<i>Aug 2023 – June 2024</i>