John Logie Baird Primary School and ELCC

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | Session:   2024/ 2025 |
| **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 achievement, 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 engagement and family learning * 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** | | | | |
| 2024 – 2025: | | 2025 – 2026: | 2026 – 2027: | |
| Continue to improve the quality of teaching, learning and assessment through the moderation cycle focussing on Numeracy pedagogy and Writing HQA  Exceed national expectations in Numeracy ensuring equity in ethnic minority groups  Track attainment of our ASN children through developmental milestones and levels of engagement.  Achieve Rights Respecting Schools Silver Award  Achieve Argyll and Bute’s Silver Nurture Award  Further improve parental engagement and raising of the school’s profile through celebratory events linked with the Centenary of John Logie Baird | Embed the moderation cycle across the school  Review our vision and values  Update effective transitioning on children into and out of JLB  Further embed Numeracy pedagogy to raise attainment across all levels  Aim for 95% of our children attaining the appropriate level for Listening and Talking  Continue to track the progress of our ASN children to provide evidence of attainment  Concentrate on building Literacy attainment across our ethnic minority groups.  Further build on our Health Relationships policy to ensure all children’s voices are heard and acted upon.  Develop and implement an improved sexual health and relationships programme of study  Work towards our Rights Respecting Schools Gold Award  Achieve Argyll and Bute’s Gold Nurture Award | | Aim for 90% of our children achieving the appropriate level of attainment in Numeracy  Aim for 85% of our children achieving the appropriate level in Writing and Reading  Achieve our Rights Respecting Schools Gold Award | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session:  2024-25 | | | |
| **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 achievement, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Pupils | Fortnightly | | RRS Steering Group |
| Parents | Parents Evenings | | Surveys  Parent Council |
| Staff | Term 1  Term 4 | | Questionnaires  Consultations |
| **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 engagement and family learning * 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) | |
| 1. **Numeracy**   **Improving pedagogy across all stages**   1. **Outdoor Learning**   Using the RRS articles, ensure the wellbeing and inclusion of all by creating, developing and starting to implement a whole school outdoor learning policy   1. **Improve the Quality of Teaching, Learning and Assessment through AifL** 2. **ELC**   Practitioner engagement in “Starcatchers- Wee People Big Feelings approach” to enable creative experiences to help develop emotional literacy. | All teachers have high expectations and demand more of pupils, especially the more able, so that the pace of learning improves  Tasks match the full range of abilities in each class so each pupil is challenged by the work set, with more opportunities for them to develop their skills in independent learning  Develop the roles of additional adults so that they have the skills to support pupils in their learning and professional development  Children will experience an enhanced curriculum outwith the four walls of the classroom developing their curiosity and creativity skills  Children fully participate in leading the learning and can discuss their learning journey  Children will develop emotional literacy skills and be more able to express emotions and feelings appropriately with or without using words. | Pre and post self evaluation of mathematical pedagogy will show an increase in teacher confidence by June 2025  Equity will exist between ethnic minority and white British children by May 2025  Attainment in Early First and Second levels will increase by May 2025 (see specific statements)  By June 2025 analysis of Attendance will demonstrate and increase from 92.61% to 94% for all learners  By June 2025 Leuven Scale Data and Wellbeing Webs P6/7 class will have increased their rating by at least 1 in almost all categories .  Roger Hart’s Ladder of Participation  Quality assurance visits  By June almost all learners will have a score of 4 or above in Wellbeing and Engagement on Leuven Scale  By June targeted children will show an increase across the year in Developing Milestones stages (Speech and Language - EAL / ASD / ) | | |  | |

**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: 2024-2025 |
| **Strategic Priority 1:** | Title:      Numeracy | | | |
| **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 achievement, particularly in literacy and numeracy. | | | | |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| ***1.*** ***Counting on excellence training sessions to support improvement teachers subject knowledge in mathematics so that:***  ● all teachers have high expectations and demand more of pupils, especially the more able, so that the pace of learning improves  ● tasks match the full range of abilities in each class so each pupil is challenged by the work set, with more opportunities for them to develop their skills in independent learning  ● Develop the roles of additional adults so that they have the skills to support pupils in their learning and professional development  ***2.*** ***Identify Numeracy Leads from each school (This should be a member of SLT where possible)***  ***3.*** ***Schools to send Numeracy lead and a practitioner to attend modelled lessons and disseminate in own settings***  ***4.*** ***Numeracy leads provide CLPL for Subject specific pedagogy in order to develop the following skills (each school lead to identify key focus areas from list below)***  ● Skills of sequencing learning  ● Supporting and developing mathematical talk in daily lessons  ● Planning lessons  ● Enabling learners and learning in the mathematics classroom  ● Recognising and working with errors and common misconceptions  ● Understanding the role of manipulatives and diagrams in learning and doing mathematics.  ***5.*** ***Curriculum- Introduction of framework and resources as a tool on INSET days for planning to support:***  ● progression within and across level and development of meta skills within numeracy  ***6.*** ***Assessment-training on how XBRA relates to the framework and how to use the tool effectively***  ● Moderation- what does a E/1/2 X,B,R,A etc profile look like?  ● Moderation of learning and teaching in modelled lessons  ● Intervention- training for ASN staff in running specific interventions and data driven target setting. | Gemma Houston  Lesley Barton  Kim Darcy Chapman | August INSET 2024  Feb INSET 2024    CLPL sessions Sept 2024-Dec2025  Repeated Jan 2025- March 2025      August 2024              August 2024, January 2025    January 2025 | ➔ All new and established teaching staff will demonstrate confidence in planning and assessment of Numeracy using improved resources and, as a result, children will make planned and measured progress in Mathematics.   |  | | --- | | ➔ Post training sessions evaluations highlight increased understanding of pedagogy  ➔ Dissemination of good practice across school/s |   ➔ T + L profile highlights increase in good and better practice in maths and numeracy teaching  ➔ Increased accuracy and evidence in XBRA pick up   |  | | --- | | ➔ 77% (10/13) of learners achieving early level  ➔ 80% (12/15) of learners achieving first level  80% (8/10) of learners achieving Second level  ➔ 77% (82/107) of the school working above age expected levels in numeracy  80% of children across the school can identify the correct function through mathematical language of a single and/or two tier word question.  80% of children across the school can apply knowledge of 4 functions to answer questions quickly using mental strategies.  Progress and Achievement data will evidence the closing of the attainment gap and that equity exists between ethnic minority and white British children across all stages of the school in Numeracy by May 2025. (Based on June 2024 Numeracy Rationale) | |  |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session:      24/25 |
| **Strategic Priority 2:** | Title:    Outdoor Learning | | | |
| **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 achievement, 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** |
| **Teaching and Learning**   * Audit of yearly curricular plan to ensure term 3 and 4 can best compliment rich outdoor learning experiences. * Numeracy Priority one to link with outdoor learning experiences in term 3 and 4. * Audit of existing staff knowledge and expertise and confidence in delivering outdoor learning experiences * Teaching staff to undertake professional learning around outdoor and experiential learning . * STEM outdoor learning training to be undertaken by one member of staff. * Administer KR’s questionnaire week 3 Term 1, end Nov term 2 and also in Term 3 as detailed below * Training in use of Leuven’s Scale with all school and ELC staff * All teaching staff identify two sessions per week in term 3 for outdoor learning. Eight week block of outdoor learning to commence encompassing the areas of:   Loose Parts Play - meta skills creativity and curiosity  ECO Schools - Biodiversity / Litter / Waste management  Science  Maths  -   * Staff to complete Leuvens scale assessment before and after the eight week block . Results to be used to inform next steps * Identify target groups from each stage with whom staff will use Leuven’s scale to assess wellbeing and engagement in school. (Using data from Promoting positive Relationships and Behaviour Survey 2024) * Peer observations to take place across levels to moderate outdoor learning experiences and develop partnership working between teaching staff which will develop meaningful outdoor learning sessions and opportunities to share expertise gained through training and professional development. * P7/6 target class plus P5/4 cohort from year before - undertake survey from last year and update results from Positive Relationships and Behaviour survey to inform next steps * Audit of staff knowledge, expertise and confidence in delivering outdoor learning experiences . Analysis and comparison of data from term one. Evaluation of evidence gathered and next steps generated by staff .   **School Grounds Development**   * Creation of Outdoor Pioneers Focus Group (parents/ pupils / staff - link with RRS / Eco) * Develop audit to be used to review learning and play spaces throughout the school grounds * Complete audit with “Outdoors Pioneers Group” and use information gathered to target resources and spaces to be designed in school grounds to facilitate meaningful outdoor learning experiences. * Audit of Community Partnerships to ensure rich learning experiences are developed through outdoor learning. * Share results of audit with stakeholders and incorporate feedback into next steps * Re-designing spaces in school playground, supported by parents / wider community partnerships (DYW week in Feb see RRS Silver plan) * Local Area scoping for “off site” area for next session * Staff awareness of Risk benefit approach * ECO Overview for class responsibility (sustainability and embedded for future years) | | CJ / KR  CJ / EW  CJ  NB  All teachers  CJ  Class Teachers    Class Teachers  Class Teachers  KR / NB  CLass Teachers  CJ  CJ / LM  Focus Group  Focus Group  Focus Group / Community Partner  CP ( ELC)  CP ( ELC) | September  September  October  September  Sept, Nov  March - May  March then May  March  March to May  May  May  May  September  November  November  December  Jan - March  April  May  May | Impact on children:   * Analysis of Leuven Scale data will show almost all learners will have a score of 4 or above in Wellbeing on Leuven Scale * Analysis of Leuven Scale will show almost all learners will have a score of 4 or above in Involvement in Leuven Scales * Analysis of Wellbeing Web data will show almost all learners will have a score of 8 or above * Analysis of P7/6 Promoting Positive Relationships and Behaviour data will show a 50 % decrease in the number of pupils who worry about other pupils being unkind to them.   Staff will:   * self-evaluate and reflect on their outdoor learning using identified combined HGIOELC/CI Quality Indicators * self-evaluate and reflect on development of curiosity and creativity skills using identified combined HGIOELC/CI Quality Indicator |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session:      2024-25 |
| **Strategic Priority 3:** | Title:      Improve the quality of Teaching and Learning through AiFL | | | |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Survey teacher’s knowledge of formative assessment strategies before and after.  Through exploration of a wide range of assessment strategies (AifL, GAPE, Dylan Williams) by staff, children will receive excellent quality feedback that links clearly with success criteria and indicates next steps.  Use A&B AifL General Focus Learning Walk feedback form term 1 and term 3  Use Dylan Williams five key formative assessment strategies:  Teachers will undertake   1. Clarifying, understanding, and sharing learning intentions 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning 3. Providing feedback that moves learners forward 4. Activating students as learning resources for one another 5. Activating students as owners of their own learning   Use reading materials as follows:  Embedded formative Assessment - Dylan William  Unlocking Formative Assessment - Shirley Clarke  Formative Assessment in Action - Shirley Clarke  Active Learning through Formative Assessment - Shirley Clarke  Focus on Questioning and self/peer assessment | | Carolyn Randall | JJanuary - May 2025 | Across the curriculum, clear feedback about progress is evidenced in jotters and digital learning through self, peer and teacher assessment by December 2024.  Dylan Williams five formative assessment strategies embedded in classroom practice by May 2025 evidenced through learning walks and quality assurance visits in Term 1 and Term 3  In Term 3, on a Learning walk, the children’s voice is evidenced in a lesson through the strategies of a ‘good lesson’:  At the start:  · Learning Intentions  · Success Criteria  · Prior learning  In the middle:  · Effective questioning  · Feedback  · Collaborative learning    A range of teaching and learning strategies will be evidenced across all classes during leadership team quality assurance visits in term 4.  Almost all children engage in talking, listening, learning strategies using at least the terms building, questioning and challenge during quality assurance visits by teachers in term 4. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session:      2024 - 2025 |
| **Strategic Priority ELC:** | Title:      Creativity and Emotional Literacy | | | |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Wellbeing - Emotional Literacy (Starcatchers - Wee People Big Feelings Approach)  Practitioners to develop an understanding of emotional literacy by effectively engaging in the Starcatchers - Wee People Big Feelings approach by attending 10 Starcatchers training sessions   * Practitioners to engage in 10 Starcatchers mentoring sessions with 4 artists across the year * Practitioners to provide opportunities for learners to develop emotional literacy skills by supporting them to tune into their bodies and learn to recognise different emotions by ‘practising’ them through imaginative play and self-expression * Practitioners will work collaboratively and share practice with CCEW from other settings * Practitioners will undertake Leuven Scale observations to measure wellbeing and involvement of learners before and after implementation of the approach     Collaboration   * Practitioners are connected within trios with colleagues from St Joseph’s Primary and JLB * Practitioners undertake an area of leadership (e.g. literacy, numeracy, block play, community, culture, outdoor learning) * Practitioners will engage in self-evaluation within trios using combined QI 1.3 Leadership in Early Education focusing on the following themes : * Pedagogical leadership * Impact of professional learning * Children leading learning * Practitioners will evidence impact across work in outdoor learning principles and the Starcatchers programme throughout the year as identified above * Staff will present their findings to colleagues across all three settings on the final In-Service Day 2025 | | All Practitioners  All practitioners | October - June  August  Ongoing  May | Staff will     * record understanding and development work, capturing evidence in floor books * self-evaluate and reflect on their pedagogy using identified combined HGIOELC/CI Quality Indicators     Impact on learners     * almost all learners will have a score of 4 or above in Wellbeing on Leuven Scale * almost all learners will have a score of 4 or above in Involvement in Leuven Scales * targeted children will show an increase across the year in Developing Milestones stages |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | | Session: |
| **Strategic Priority GME:** | Title: | | | | |
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| **Key Actions (How)** | | **Lead Person** | | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | | Session: |
| **Developing in Faith** (Denominational Schools only) | | | Title: | | |
| **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 achievement, particularly in literacy and numeracy. | | | **Developing in Faith Themes**  DiF 1 Honouring Jesus Christ as the way, the truth and the life  DiF 2 Developing as a community of faith and learning  DiF 3 Promoting gospel values  DiF 4 Celebrating and worshipping  DiF 5 Serving the common good | | |
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| **Key Actions (How)** | | **Lead Person** | | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Establishment Maintenance Improvement Planning – Optional** | | | | | Session: |
| **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 achievement, particularly in literacy and numeracy. | | | | | |
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| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * 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 (from previous plans):** | | | | | |
| ELC - **Developmental Milestones** - **Speech and Language**. Milestone data indicates Speech and Language as an area children need additional support in. The arrival of our re-settlement Afghanistan families and the ongoing impact of Covid contribute to this being an area that we will continue to target. This would also link to rhyme priority ongoing from our SIP 23/24.   * Communication champion to work alongside Lorna Nathani in developing a whole school approach to “Language and Communication Friendly Environment”. * Undertake Self evaluation [Supporting-Glasgow’s-Learners-Policy-into-Practice.-The-Language-and-Communication-Friendly-Establishment-April-2019.pdf (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/08/28094134/Supporting-Glasgow%E2%80%99s-Learners-Policy-into-Practice.-The-Language-and-Communication-Friendly-Establishment-April-2019.pdf) with stakeholders including parents / Health Professionals * Create next steps following self evaluation * Communication Champion to join “Small Talk Hub”   **Healthy Relationships Policy Update**  Responding to stakeholder survey data, P7/6 requires targeted input to reduce incidents of physical and verbal abuse within the playground. The Quality Improvement model will be implemented to track trends and progress in reducing bullying behaviours within this class. The ‘5 Pillars of Pivotal Practice’ will form the basis of our Healthy Relationships policy and will provide the ‘bundle’ that should be implemented consistently in order to effect change. Daily run chart data will track progress and trends over time within P7/6. Implementation of outdoor learning, peer mediation, UNCRC and STEM challenges will promote improved team work, listening skills and positive relationships, reducing the number of children who worry about others being unkind to them to at least 17%. Nurture Teacher will use HWB assessments, such as Rosenberg Self-Esteem Scale or ELSA Self image profile. This will be used as a baseline assessment in Term 1 and 4. Principal Teacher will re-assess using initial positive relationships questionnaire in Term 4 to track impact of the initiative.  OCTNE Next Steps  All staff to complete ‘Trauma Informed Practice’ online training (LEON).  Finish stakeholder audits - children’s to be completed | | | | | |

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| **Pupil Equity Funding | Planning and Reporting** | School Name:      John Logie Baird Primary |
| **Primary 3 Children**  10% of P3 children will:   * Complete all of Phonics Programme 1 sounds by October 2024 and all of Phonics Programme 2 sounds by June 2024. * Read the 1st 100 common words * Complete Stage words 1-5 by June 2025 and be reading Stage 6 ORT Books.   25% of P3 children will complete First Level 2 Nelson Spelling rules and all 200 common words by June 2025.  15% of P3 children to achieve 66% 1st Level Writing benchmarks by June 2025.  30% of P3 children can form all letters correctly and apply in daily writing by Feb 2025.  35% of P3 children will all complete Phonics Programme 2 sounds by October 2024.  **Primary 4 Children**  P4 Low SIMD child:   * Learn all Phonics Programme 2 sounds by June 2025. * Achieve Early level reading by completing Stage 1-5 Words by March 2025 and reading Stage 6 by June 2025. * Can read 100-150 common words. * Can spell 50-100 common words. * Achieve Early Level writing and 33% of First Level benchmarks by June 2025.   14% of P4 children will complete First Level 1 (Red) and First Level 2 Nelson Spelling (Approximately 33 Units) by June 2025.  50% of P4 children will be able to spell all 300 common words by June 2024.    P4 low SIMD child:   * Can form all letters correctly and apply confidently in their daily writing by Feb 2025.   29% of targeted children win P4 will be able to:   * Read all 300 common words by December 2024. * Access Accelerated Reading and achieve a reading age that matches chronological age by June 2025. * Complete Brown Bug Club by June 2025. * Achieve 1st Level Reading by June 2025 * Achieve 1st Level writing by June 2025.   **Primary 6 Children**  32% of P6 children will achieve 66% of 2nd level benchmarks by June 2025.  9% of P6 children will have a reading age that will match or exceed chronological age on Accelerated Reading and will be reading Grey Level BugClub by June 2025.  27% of P6 children will be able to spell all 300 common words by June 2025.  **Primary 7 Children**  P7 Low SIMD child:   * Achieve 2nd Level Writing by June 2025.   P7 Low SIMD child:   * Learn to read all 300 (second 150) common words by June 2025. * Learn all Phonics Programme 2 sounds by February 2025. * Increase reading age by at least 1.5 years on Accelerated Reading and access Bug Club and reading Brown Level by June 2025. * Learn to spell at least 200 common words by June 2025. * Complete 33 Units in Nelson Spelling by June 2025. * Achieve 1st level Writing and 25% of 2nd Level by June 2025.   **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  - % ASN - is there a link with those affected by poverty?  **A consideration for longer term planning of approaches, with funding confirmed until 2026, 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? Yes * 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 | Target specific individuals and groups to raise attainment in Reading and Writing as detailed above  Regular meetings with parents of targeted children will be involved in celebratory events and next steps | * See above for specific targets. * All targets are based on last year's end attainment results (XBRA,SNSA and formal testing. * Setting new targets for this year are focused on increasing the rate of progress and closing the poverty related attainment gap. | Data will be captured on the Class Overview Attainment Trackers in Oct 2024, February and May 2025 in preparation for XBRA uplift. |  |

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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | |  | | | | | | | |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts | | | | | | | | | | | | | | | | | |
| **Name** | | | **Post** | | | **Start Date** | | | | **Proposed End Date** | | | | **Cumulative Time in Post** | | | |
| Nicole McColl | | | Class Teacher | | | Aug 12th 2024 | | | | July 2025 | | | | 0 years    months | | | |
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| **Highlight the Intervention for Equity addressed by your PEF interventions/projects** https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity | | | | | | | | | | | | | | | | | |
| Early intervention and prevention | ☐ | Social and Emotional Wellbeing | | ☐ | Promoting Healthy Lifestyles | | | ☐ | Targeted approaches to Literacy and Numeracy | |  | Promoting a High Quality Learning Experience | | | ☐ | Differentiated Support | ☐ |
| Employability and Skills Development | ☐ | Engaging Beyond the School | | ☐ | Partnership Working | | | ☐ | Professional Learning and Leadership | | ☐ | Research and Evaluation to Monitor Impact | | | ☐ | Using Evidence and Data | ☐ |
| **Spend Details** | | | | | | | **Carry Forward 2023 - 2024** | | | | | | **PEF Allocation 2024 - 2025** | | | | |
| Staffing  Supported Study  Resources  Purchased/Commissioned Services  Other | | | | | | | £     1,169 | | | | | | £  31,320 | | | | |
| **Mid-Year Spend checkpoint (Dec-Jan)**  Identify any significant changes in expenditure. | | | | | | **Final spend (End of Session)**  Identify any significant changes in expenditure. | | | | |
| £    Pay rise may need to be applied | | | | | | £  18,806 | | | | |