



**Cairns Primary School**  
**Cambuslang**  
**Cathkin Learning Community**

**Strategic Improvement Priorities over 3 year cycle**

**Timescale: 2023-2026**

Strategic Priority	Year 1 – 2023/2024	Year 2 – 2024-2025	Year 3 – 2025 - 2026
1.	<p>Embark on the Talk for Writing approaches to raise attainment in writing by further developing the consistency of high-quality teaching and assessment across the school.</p> <p>In year 1 there will be a specific focus on Fictional writing across all stages.</p> <p>In P1, this initiative will be supported by the Nuffield Early Language Intervention.</p>	<p>Continue to raise attainment in writing across the school by further developing the Talk for writing approach, with a focus in non-fiction writing.</p> <p>Staff will have opportunities for moderation and planning across the LC,</p>	<p>Continue to raise attainment in Writing by embedding the Talk for Writing approach across the school. Moderation activities will ensure there is a consistent approach to assessment of Writing at all levels.</p>
2.	<p>Develop a nurture class and group sessions for pupils to support Health and Wellbeing. Introduce Emotion Works across school and within PPRUDB.</p>	<p>Develop Emotion Works across the school and nursery class. Raise profile of nurture and wellbeing through Health Ambassadors.</p> <p>Develop parental engagement in supporting H&amp;WB.</p>	<p>Embed Emotion Works across the school and nursery class. Embed nurturing practice and principles across school and nursery class.</p>
3.	<p>Introduce a Play Based Learning Pedagogy at end of Early Level</p>	<p>Develop Play Based Learning Pedagogy at the end of Early Level.</p>	<p>Embed Play based learning at end of Early Level.</p>
4.	<p>Develop parental engagement work- Improve attendance and participation for target group of learners. With a focus on P1, work with Family Support Worker and Clyde Gateway Project to support families and improve engagement and attendance.</p>	<p>Continue to support families in P1 and P2 with Families Connect project. Further develop parental involvement and engagement across the whole school.</p>	<p>Embed Family Engagement strategy.</p>

## Context of school

Cairns Primary is situated in the Halfway area of Cambuslang. The immediate local area is predominantly social housing with some privately owned accommodation on the outskirts of our catchment area.

Cambuslang is a developing area, and our catchment has been 're-zoned' several times over the years to accommodate the growing number of families moving into new build housing in the wider community.

Our current roll, as of June 2023 is 327 pupils over 3 ASN classes and 12 mainstream classes. In addition to catering for P1-P7 pupils, Cairns has an excellent Nursery facility with capacity to provide 48 full time places for early learning and childcare, bringing our total role for this session to 375 pupils.

Cairns Primary was established in 1957, however, we moved into our new, 'state of the art' school building in February 2012. This provides an excellent, modern environment in which our children can learn and achieve. As a school we have developed our vision statement, 'Lead, Learn, Aspire, Achieve,' to reflect how we feel about our school and our learning. We believe everyone has the right and the potential to be leaders in their own learning and to aspire to achieve to be the best they can be. As a school we have chosen four core values; love, friendship, honesty and trust. We promote positive relationships within the school and foster an ethos, which encourages all pupils to respect themselves and others. Our school rules are 'be safe,' 'be ready,' and 'be respectful' and we promote them across our school community.

We pride ourselves in our open-door policy and welcome parents and carers as partners in their children's learning. We work with parents as partners in our children's learning and development and have been working hard to re-establish the connections and opportunities for joint working which were lost during the pandemic.

Our school was last inspected by HMIE in December 2018. The report was published in February 2019 and we were awarded the grades of VERY GOOD for QI 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment and QI 3.1, Ensuring Wellbeing, Equality and Inclusion, and GOOD for 3.2 Raising Attainment and Achievement.










Our Nursery class was last inspected from the Care Inspectorate in March 2023 and were awarded grades of VERY GOOD for all assessed quality indicators. The reports endorse our school and nursery self-evaluation and the key strengths around the ethos and leadership at all levels of the establishment. We have continued to build on these strengths and work hard to maintain our high standards of provision here at Cairns.

## Section below is for internal use only




### School Level Data (complete / delete as appropriate)

[SSR Folder Link](#) *Historical info / data over time*
 [SQIP Data File Link](#) *Correct as of 24/4/23 current session*




#### School Profile

		1 HT	3 DHT			1 PT			22.1 FTE Teachers	12.4 FTE Support Staff	0 FTE Family Support Worker
<b>School roll</b>		<b>Number of pupils per cohort</b>							<b>FSME (P6/7)</b>		<b>SIMD 1/2</b>
333		P1	P2	P3	P4	P5	P6	P7	 24.5%	 42.6%	
		50	55	39	45	50	50	44			
<b>Attendance</b> ✓		<b>Exclusion</b> (Number of openings per 1000 pupils) 			<b>Care experienced</b> (Recorded as LAC) 			<b>ASN</b> 		<b>EAL</b> 	
20/21	94.4%	20/21	0	20/21 0.9%			20/21 18.02%		20/21 2%		
21/22	90.9%	21/22	0	21/22 0.9%			21/22 18.02%		21/22 2%		
22/23	%	22/23	0	22/23 0.9%			22/23 15.9%		22/23 6.1%		

#### Nursery Class Profile

	0 EYD	1 TL	7 EYPs	1 EYSW	<b>Nursery roll</b> 41		N4	15
							N5	23
							Deferred	4

#### ASN Base Profile

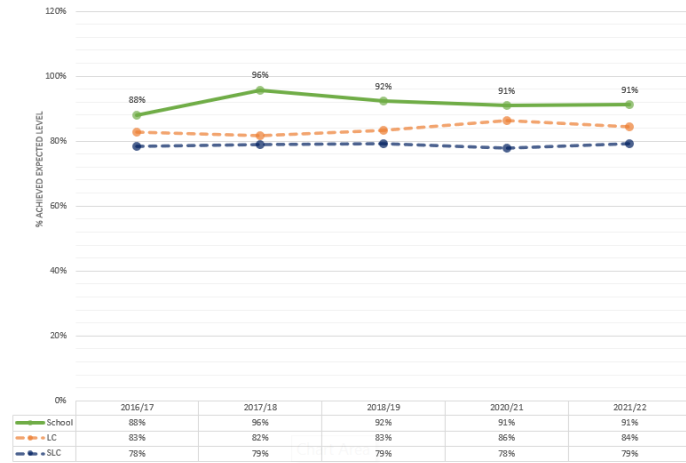
	1 DHT	0 PT	3 CTs	6.5 SSA	<b>Base roll</b> 24						
					P1	P2	P3	P4	P5	P6	P7
					3	4	6	6	2	3	

## Performance data - Achievement of Curriculum Excellence Levels (2021-2022)

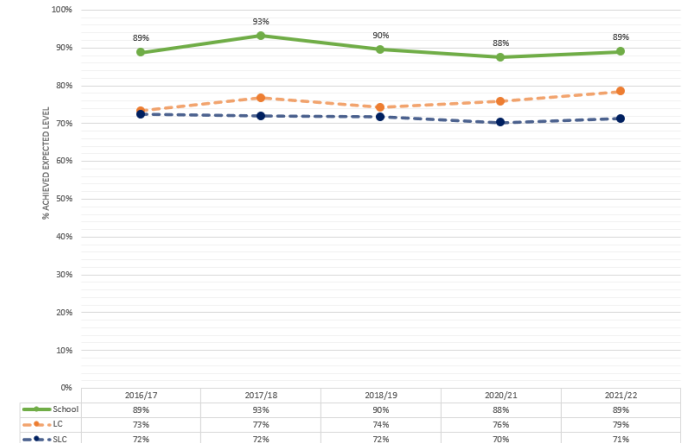
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

[Folder Link](#)

P1/P4/P7 Numeracy

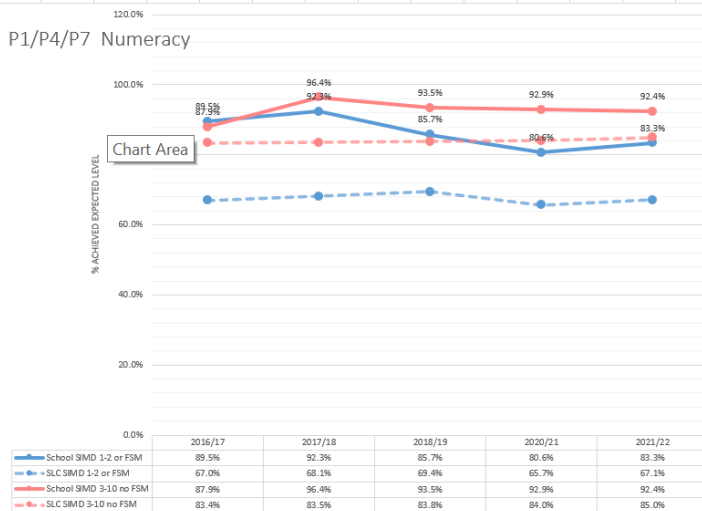


P1/P4/P7 Literacy

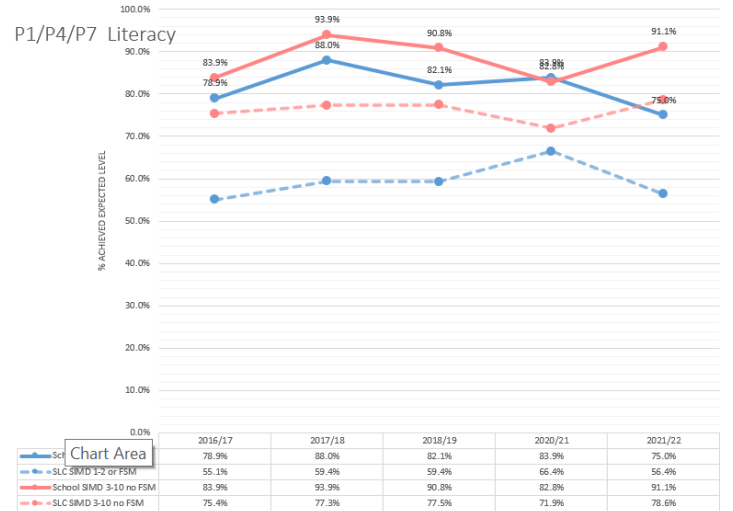


## Performance data - Closing the Gap

P1/P4/P7 Numeracy



P1/P4/P7 Literacy



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

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <u>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</u></p>	<p><b><u>SLC Stretch Aims</u></b> <u>ACEL Primary – literacy – P1, P4 &amp; P7 combined</u></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 2.2 Curriculum</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Attainment in writing across P1/4/7 for session 2022/23 is P1 70.8%, P4 67.4% and P7 77.3%. The combined average is 71.8%. This is an improvement of 18.9% from session 2021/22.</p> <p>Our next step is to further develop our approaches to teaching and assessment of writing to increase attainment, particularly for those pupils in SIMD 1 and 2.</p>	<p>1. <b>By December 2023 all staff have participated in the Talk for writing training and had the opportunity to work with their stage partner to moderate planning and assessment for writing.</b></p> <p>2. <b>By January 2024 all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in writing.</b></p> <p>3. By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge.</p> <p>4. By June 2024 identified pupils for intervention will have increased their writing scores by 3 points on criterion scale.</p>	<p>1. Identified SLT embark on initial discussions with Talk for Writing Trainer.</p> <p>2. Whole staff training for talk for writing.</p> <p>3. Development of use of data at class level.</p> <p>4. Staff engage in moderation planning and assessment activities to ensure consistency and quality across the stages.</p> <p>5. Identification of pupils to be part of Targeted Intervention Group – focussed intervention delivered by PEF teacher</p>	<p>1. Individual writing jotters, small groups meeting with SLT termly, monthly Observed Lessons</p> <p>2. Class data overviews</p> <p>3. Tracking conversations Professional Dialogue termly</p> <p>4. Literacy ACEL data for identified pupils</p>	<p>HT DHT</p> <p>DHT</p> <p>HT/DHT</p> <p>PT</p>

	<p>5. By June 2024 combined P1/4/7 literacy data will increase by 5 Percentage Points (PP) and a narrowing of the gap by 4 PP. (From baseline of 8PP to 4PP)</p>			
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
<p><i>What difference did we see? What did we achieve? What does your data tell you?</i></p> <p><i>Evidence collected to inform self-evaluation.</i></p> <p><i>Include bullet points throughout the year on progress of the above.</i></p> <p><i>Evaluative statement to be written at end of term as would be in your S&amp;Q.</i></p>			<p><i>Clear next steps to be identified based on evidence, and decision if this continues to be a further strategic priority or moves to maintenance. Similar to what has been added to the rationale above.</i></p>	

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

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> Curriculum and assessment School and ELC improvement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 &amp; P7 combined</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Learning through Play is a developmentally appropriate approach for the early stages of education, ages 3-8. (Education Scotland, 2020)</p> <p>Realising the Ambition (Scottish Government, 2020: 87) outlines the three components which are key to ensuring high quality provision through play pedagogy.</p> <p><b>1. Practice led by a clear, shared vision.</b> <b>2. Learning environments which feature thoughtful interactions,</b></p>	<p>Build staff knowledge of play pedagogy.</p> <p>Outline a shared vision for play pedagogy at Cairns Primary School which meets the needs of all learners.</p> <p>Create enabling environments</p>	<p>Staff to engage with professional reading and moderation activities using key policy documents: Realising the Ambition Building the Curriculum Play Strategy for Scotland Being Me in SLC</p> <p>School level vision in partnership with staff, learners &amp; parents/carers Strong transition and sharing of good practice in place with Cairns Nursery Class and P1 staff. Play pedagogy to be implemented in ASN classes 1 &amp; 2.</p> <p>Different to the traditional Primary classroom setup</p> <p>Consideration of the interactions, experiences and spaces available to learners</p>	<p>Self-evaluation using HGIOS QI 2.3 QI and Realising the Ambition</p> <p>Peer visits</p> <p>SLT classroom observations</p> <p>Joined up approach with Cairns Nursery Class.</p> <p>Visits to other schools within the learning community and cross authority to share good practice</p> <p>Tracking conversations</p> <p>Professional Dialogue termly</p> <p>Literacy ACEL data for identified pupils</p> <p>Leuven Scale</p>	

<p><b>experiences and spaces.</b> <b>3. skilled and knowledgeable practitioners.</b></p> <p>Supports children to develop their cognitive, emotional, social and physical capacities and having the right to play features in the UNCRC, Article 31 (Scottish Government, 2013)</p> <p>Strong evidence suggests learning through play contributes to closing the poverty related attainment gap, a key priority within SLC.</p> <p>Equips children with the necessary skills for success in Learning, Life and work by supporting development across the 4 Capacities.</p>	<p>Develop skilled and knowledgeable practitioners</p>	<p>Provision available across creative, social, discovery and outdoor zones</p> <p>Engage in relevant CLPL including SLC offering</p> <p>Solid understanding of CfE benchmarks, skill development and child development</p> <p>Use of features of highly effective practice for all learning, teaching &amp; assessment (positive relationships, learning intentions/success criteria, assessment strategies, differentiation, questioning, feedback)</p>	<p>Parent/carer consultations</p> <p>May 2024 ACEL data.</p>	
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	



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

<p><b><u>NIF Priority (select from drop down menus)</u></b> Improvement in attainment, particularly in literacy and numeracy. <b><u>NIF Driver</u></b> Parent/carer involvement and engagement School and ELC improvement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Improve Health and Wellbeing to enable children and families to flourish</b></p>	<p><b><u>SLC Stretch Aims</u></b> <b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b></p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 1.5 Management of resources to promote equity 2.5 Family learning 2.3 Learning, teaching and assessment</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Following careful analysis of our stakeholder feedback from session 22-23, we aim to develop parental engagement work-enhancing last session's programme of events and improve attendance and participation for all cohorts, with a specific focus on a target group of learners in each cohort. With a focus on P1, we will collaborate with key professionals from the Supporting Families Project to support</p>	<ol style="list-style-type: none"> <li>All parents/carers will have the opportunity to come into school to visit their child's class each term for a variety of curricular themed events to improve engagement and raise awareness of the learning going on in each class.</li> <li>We will work with targeted parents to help support literacy and numeracy work by running child/parent/carer home learning clubs to support with home learning and raise attainment in literacy and numeracy. All parents will have the opportunity to share thoughts and opinions on the type of support and curricular events they would like to see and participate in.</li> <li>We will work with the Supporting Families group to raise awareness</li> </ol>	<ol style="list-style-type: none"> <li>Staff will agree a timetable of events for the session which will allow parents to come into classes once each term, for a curricular focused event.</li> <li>Consultations with parents at Meet the Teacher event in August will determine curricular support sessions presented for the year.</li> <li>We will have 4 parental events, one per term. The first one will focus on 'meeting the teacher and the year ahead' and one to highlight the issues around online safety. (As per request from parental feedback survey.) We will also hold two curricular events to highlight supports for raising attainment in maths and literacy.</li> <li>The Identified Family Support worker will distribute the Supporting Families Questionnaire to P1 families. From this, they will identify potential families to</li> </ol>	<ol style="list-style-type: none"> <li>Register of parents attending each event will be taken and compared after each session.</li> <li>Evaluations of each event given to all stakeholders to measure impact and identify next steps for improvement.</li> <li>Attendance of parents/carers/pupils from Targeted group.</li> <li>Literacy, Numeracy and H&amp;WB ACEL data for identified pupils</li> </ol>	<p>HT/PT</p> <p>HT/PT</p> <p>CT's</p> <p>CT/PT/HT</p>

<p>families and improve engagement, attendance and attainment.</p>	<p>of the various partners and groups which parents can access to support their families and improve the outcomes of our pupils.</p> <p>4. We will continue to showcase the learning of our pupils and provide support for families online through our school website and app, providing literacy, numeracy and health and well being support links for families to access to help them support their children and raise attainment.</p>	<p>initiate working with or support. HT and DHT will also work with the team to refer families for support through their online referral system.</p> <p>5. We will update our online supports for parents ensuring all families have access to a device if necessary through our PEF funded chrome books.</p>		
<p><b>Progress and Impact</b></p>			<p><b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b></p>	

<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> Curriculum and assessment School and ELC improvement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 &amp; P7 combined</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
<p><b>Rationale for strategic priority</b></p>	<p><b>Outcome (Intended impact)</b></p>	<p><b>Operational activity</b></p>	<p><b>Measures</b></p>	<p><b>School Lead</b></p>
<p>Nurture and Health and Wellbeing Following analysis of our data gathered from all stake holders, as well as the impact this had on behaviour, it was agreed nurture had a significant, positive impact for pupils. This year we plan to develop our whole school approach to Health and Wellbeing through the Emotion Works programme to further support pupils within school. Pupil Health Ambassadors will also be utilised to embed nurturing principles and practices within classes.</p>	<p>1.New nurture groups will be established across p1-7. These will run weekly to support identified pupils.</p> <p>2.We will continue to develop Emotion Works planners – focusing on the next 3/4 cogs as part of the Health and Wellbeing programme.</p> <p>3.Pupil Health Ambassadors will support pupils and staff to incorporate nurturing principles within each class.</p> <p>4.We will work with targeted parents to help support health and wellbeing by running child/parent/carer information sessions and workshops.</p> <p>Staff wellbeing will be supported through training, tapestry and supports.</p>	<p>1.Staff will meet with SLT to discuss children’s needs. Children will be Boxall profiled, targets set and reviewed, and appropriate nurture groups set up and run by trained staff. Parents will have reports issued and be invited to attend at least 1 session with their child.</p> <p>2.Staff will develop planners for the next 4 cogs. These will be implemented 1 per term and a display in each class will allow children to use them in class, playground and in community. Calm corners will be created in each class.</p> <p>3.Through application forms, each class will nominate a Health Ambassador. They will meet fortnightly to support the pupils in their class through emotion works and nurturing principles. This will also be incorporated within their display and communicated to parents through twitter/app etc.</p>	<p>1.Children will use be assessed using Boxall profiling. Targets will be analysed, reviewed and next steps identified.</p> <p>2.All stakeholders will evaluate Emotion Works and it’s impact and next steps identified.</p> <p>3.Attendance at parental workshops, nurture and information sessions will be monitored. Targeted parents will be contacted to attend and be supported with packs, videos, access to further support.</p> <p>4.Staff will complete wellbeing scales to measure the impact of supports and identify further improvements which could be made.</p>	

<p>Nurture sessions will continue for specific targeted groups to focus on improving attainment and wellbeing. Parents will be involved in workshops, nurture and information sessions to raise awareness and help them support their children.</p>		<p>4. Parental workshops and information sessions will be run for parents. These will focus on supporting their children with health and wellbeing and will be run by professionals and health ambassadors. We will also link with Barnardos for this. Packs will be created for parents with supports e.g. anxiety, dyslexia, supporting distressed behaviours etc.</p> <p>Staff wellbeing will be addressed through a library of supports, staff wellbeing activities, a display board in staff room and training opportunities through nurture, H&amp;WB and PPRUDB.</p>		
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	

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

### PEF Improvement Planning and Standards and Quality Reporting for 2023/24

<b>SLC Stretch Aims</b>						
<b><u>ACEL Primary – literacy – P1, P4 &amp; P7 combined</u></b>						
<b><u>ACEL Primary – numeracy – P1, P4 &amp; P7 combined</u></b>						
<b><u>Cost of the School Day</u></b>						
<b>Rationale for PEF / PB Spend</b>	<b>Allocation of PEF / PB spend</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity</b>	<b>Measures</b>	<b>Mid year review</b>	<b>End of year review</b>
					<b>RAG</b>	<b>RAG</b>
Robust analysis of numeracy assessment data identified children who would benefit from some additional supported study with maths and numeracy. A targeted group of children in (P1 (8); P4 (14); P6 (8) who are not achieving their expected age/stage for numeracy will be targeted for additional Maths Recovery sessions through our PEF funded supported study sessions, which were identified last session by staff and pupils, as being one of the most effective ways of raising attainment and confidence in learning in maths, with SLC Numeracy Strategy and national research on the effectiveness of this strategy for improving attainment in maths and numeracy. We will also support our targeted pupils at our parent/carer/pupil home learning sessions where we can reinforce the supported study sessions in	Supported study sessions. 80 hours of supported study £11,560.00  IT equipment- C-touches and chrome books £18877.04  1FTE Class Teacher £66,931 Above  Parental Home Learning	By June 2024, at least 75% of the identified children will be achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.  P1/4/7 combined Numeracy data to improve by 2 Percentage Points (PP) (from baseline of 75PP to 77PP).	In terms 2 and 3 we will run supported study sessions for targeted pupils. Parents will be contacted and pupils invited to attend supported sessions which will target identified areas of difficulty for pupils. Teachers and support staff will lead and plan the sessions.  Attendance and engagement at sessions will be monitored weekly.  Maths Recovery assessment used for baseline and to monitor progress before and after each session.  Targeted parental engagement sessions for the identified families will take place in October and February to support home-learning.	Numeracy ACEL data for identified pupils in P1-7  Attendance data for targeted children  Leuven Scale for Engagement each session for targeted group  Evaluations from stakeholders following each set of sessions.		

<p>numeracy as well as support literacy home learning. Engaging pupils for supported study worked well, especially when they could be supported by IT both in class and out. We have configured our classes this session to allow interventions to be supported in class, with our P1's, P2/3, P5 classes benefitting from team teaching opportunities provided by our PEF funded teacher and additionality teacher. This will replace the traditional method of extracting pupils for short interventions each week and provide in class ongoing support across the teaching sessions. We will support our pupils, in numeracy, (and literacy) in class as well as supported study sessions by using our PEF funded C-Touches which will be allocated to each class to allow differentiated work, and flexible support to be given to targeted and support this initiative. We can also support pupils at home, with online programmes to improve their numeracy skills using our PEF funded chrome books, which can be given on loan to pupils for the session.</p> <p>In session 2022/23, through robust analysis of our literacy data, we identified a group of 14 children throughout the school P3 (5), P4 (14), P5 (4) who identified as having fluency as a particular reading difficulty.</p>	<p>after school club resources £500</p> <p>Supported study sessions. 80 hours of supported study £11,560.00</p>	<p>P1/4/7 combined Literacy data for Reading to improve by 2PP (from baseline of 73PP to 75PP).</p>	<p>Attendance and engagement at sessions will be monitored weekly.</p>	<p>ACEL data for reading for identified pupils in P3, P4 and P5.</p> <p>Leuven Scale for Engagement x 2</p>		
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<p>will enable learners to engage with independent learning when they are not working on an adult-led/initiated activity (Being Me, SLC)</p> <p>H&amp;WB/ Nurture Sessions</p> <p>Swimming sessions will be provided to enhance Health and Wellbeing programme.</p> <p>After the positive impact of nurture and following the evaluations from all stakeholders, nurture sessions will continue to run for pupils across p1-7. Nurture resources will support initiative. Parent sessions will also be run.</p> <p>Emotion Works programme to continue to support pupils across whole school and enhance Health Ambassadors initiative. We will continue with our Winter clothing programme initiative to support families with footwear and Winter coats.</p>	<p>(Additionality teacher.) Swimming £1500</p> <p>Emotion works renewal £500</p> <p>Nurture Resources £1500</p> <p>COSD £2000</p>	<p>skills through increased opportunities to communicate, collaborate and build relationships.</p> <p>Learners apply skills and understanding creatively and logically to solve within a variety of contexts.</p> <p>Children should experience challenge and enjoyment and make informed decisions to improve their mental, emotional, social and physical Wellbeing.</p> <p>Increased opportunities to improve H&amp;WB through physical activity.</p> <p>Improvement in social, emotional and mental wellbeing by June 2024, for at least 32 pupils by attending weekly nurture sessions.</p> <p>Opportunities for parents/carers to attend sessions/workshops to support pupils with social, emotional and behavioural difficulties to improve wellbeing within home and school.</p>	<ul style="list-style-type: none"> <li>• Provocations</li> <li>• Adult led activities</li> <li>• Pupil voice</li> <li>• Interactions</li> <li>• Observations</li> <li>• Teach, Target, Play Model</li> </ul> <p>All pupils in P7 will have the opportunity to attend 12 swimming sessions to support their P.E. as part of H&amp;WB. This is a lifelong skill.</p> <p>Identified pupils will receive weekly nurture sessions with a focus on targets from their Boxall profiling. This will be reviewed termly. Parents will attend sessions/workshops to help support their children.</p> <p>Emotion works will continue to be developed across all stages with planners piloted and evaluated. Pupil Health Ambassadors will develop nurturing principles across all classes. Calm corners and support displays and resources will be in each class.</p>	<p>Boxall Profiling</p> <p>Evaluations from all stakeholders across the year 23-24.</p>		
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<p>After a robust analysis of the school's attendance figures, it was identified that learners across P2-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 81%. We have identified two key groups, 1 group with average baseline attendance below 81% and one group with an average baseline of 58%. We will work with the central equity team in the next academic year to participate in a project to improve our practice in improving attendance. This will be supported by our PT and PEF funded Barnardo's worker.</p>	<p>0.2 Office Barnardos Worker - £14,000</p> <p>SSA – £5255</p>	<p>By June 2024, at least 10 identified learners across P2-7 will have improved attendance of 90% or above (average baseline for these pupils is 81%)</p> <p>By June 2024, at least 3 identified learners across P2-7 will have improved attendance of 70% or above (average baseline for these pupils is 58%)</p> <p>By June 2024 overall attendance to improve by 2.5PP (from baseline of 88PP to 90.5PP) and gap to improve by 3PP (from baseline of 7PP to 4PP).</p>	<p>HT and Barnardos worker, alongside Supporting families worker, will monitor attendance data weekly in partnership with Equity Funded Support Staff</p> <p>Whole-school attendance marketing campaign to be developed by November and launched to pupils at assembly and parents at Parents' Evening. This will then be rolled out using school's normal communication channels.</p>	<p>Attendance % for targeted learners monitored weekly.</p>		
<p>After a robust analysis of the school's attendance figures, it was identified that learners across P2-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 81%. We have identified two key groups, 1 group with average baseline attendance below 81% and one group with an average baseline of 58%. We will work with the central equity team in the next academic year to participate in a project to improve our practice in improving attendance. This will be supported by our PT and PEF funded Barnardo's worker.</p>	<p>0.2 Office Barnardos Worker - £14,000</p> <p>SSA – £5255</p>	<p>By June 2024, at least 10 identified learners across P2-7 will have improved attendance of 90% or above (average baseline for these pupils is 81%)</p> <p>By June 2024, at least 3 identified learners across P2-7 will have improved attendance of 70% or above (average baseline for these pupils is 58%)</p> <p>By June 2024 overall attendance to improve by 2.5PP (from baseline of 88PP to 90.5PP) and gap to improve by 3PP (from baseline of 7PP to 4PP).</p>	<p>HT and Barnardos worker, alongside Supporting families worker, will monitor attendance data weekly in partnership with Equity Funded Support Staff</p> <p>Whole-school attendance marketing campaign to be developed by November and launched to pupils at assembly and parents at Parents' Evening. This will then be rolled out using school's normal communication channels.</p>	<p>Attendance % for targeted learners monitored weekly.</p>		

	TOTAL SPEND £132,623.04					
<b><i>Progress and Impact</i></b>			<b>Next Step(s) and rationale to inform PEF spend session 2024/2025.</b>			
<p><i>What difference has been evidenced? What did we achieve (outcome related to the poverty-related attainment gap)?</i></p> <p><i>Evidence collected to inform self-evaluation (evaluative comment on impact on the PRAG and explanation on any changes that occurred throughout the year).</i></p>			<p><i>Stop/start/continue?</i></p>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<p><b><u>Outdoor Learning</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop and embed Outdoor Learning Planner and resources across the school. This approach will continue to be developed through our maintenance agenda.</li> <li>• Further enhance links with local organisations to enable nursery and school children to visit regularly to engage in high quality learning experiences</li> <li>• Further development of onsite spaces – allotment area to encourage pupils to be leaders of their own learning</li> <li>• Timetabled use of outdoor classroom and support for lessons to local greenspace</li> </ul>	<p>Staff and pupils</p>	<p>June 2026</p>
<p><b><u>Ongoing Literacy work</u></b></p> <ul style="list-style-type: none"> <li>• Ensure there is a consistent approach in sharing writing and spelling targets with parents.</li> <li>• Aspire to achieve a consistent pedagogical approach across the Nursery class and Primary 1. A key focus for this target will be the implementation Literacy rich learning environments to further enhance learning, teaching and assessment.</li> <li>• Further training and implementation of South Lanarkshire’s <i>‘Framework for additional support needs of children and young people, identifying, understanding and addressing weak literacy skills and dyslexia’</i></li> <li>• Staff to access the literacy and numeracy training provided by South Lanarkshire Council as part of their PRD and SIP for session 23-24.</li> <li>• Peer learning visits to observe how new approaches to Writing and Early level are impacting Literacy development.</li> <li>• Attainment meetings to be carried out with Class Teacher with H.T/DHTs during Term 1 and 3.</li> <li>• Reading for enjoyment to be promoted in P6 and P7 classes.</li> </ul> <p><b><u>Curriculum Rationale</u></b></p> <ul style="list-style-type: none"> <li>• In line with South Lanarkshire’s refreshed Curriculum Framework, all stakeholders will work in collaboration to finalise Curriculum Rationale.</li> </ul>		