



Education

## Establishment Improvement Plan

2023 - 2024

School Name:

Arrochar Primary School and ELC



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## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2023-24

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

| National Improvement Framework Key Drivers   | HGIOS 4 and Early Learning and Childcare Indicators  | Argyll and Bute Education Key Objectives   |
|--|--|--|
| <ul style="list-style-type: none"> <li>● School and ELC leadership</li> <li>● Teacher and practitioner professionalism</li> <li>● Parent/carer involvement and engagement</li> <li>● Curriculum and assessment</li> <li>● School and ELC improvement</li> <li>● Performance information</li> </ul> | <ol style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ol> | <ul style="list-style-type: none"> <li>● Raise educational attainment and achievement for all</li> <li>● Use performance information to secure improvement for children and young people</li> <li>● Ensure children have the best start in life and are ready to succeed</li> <li>● Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>● Ensure high quality partnership working and community engagement</li> <li>● Strengthen leadership at all levels</li> </ul> |

### Strategic Priorities 3 Year Cycle

| 2023 – 2024:   | 2024 – 2025:   | 2025 – 2026:  |
|--|--|---|
| <p>Improve data literacy of staff</p> <p>Further develop approaches to wellbeing, equality and inclusion through nurture approaches and further development of pupil participation</p> | <p>Review curriculum rationale, curriculum design to inform future strategic planning</p> <p>Develop our approaches to IDL</p> | <p>Review the impact of the whole school nurture strategy on the wellbeing, and inclusion of all pupils.</p> <p>Further develop approaches to expressive arts</p> |

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| Raise attainment in writing | Review the schools digital learning and teaching provision<br><br>Review and refresh approaches to numeracy and mathematics | Refresh approaches to talking and listening including assessment |
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| Strategic Improvement Planning for Establishment: Overview of Links to Key Policies  |  | Session: 2023-24                      |  |                                  |
|--|--|---------------------------------------|--|----------------------------------|
| <b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> |  | <b>Collaboration and Consultation</b> |  |                                  |
|  |  | <b>Who?</b>                           | <b>When?</b>   | <b>How?</b>                      |
|  |  | Staff                                 | Termly   | Collegiate Meetings              |
|  |  | Parents                               | Monthly  | Newsletters, survey focus groups |
|  | Pupils   | Monthly                               | Focus groups, surveys, teacher discussions, pupil council  |                                  |
| <b>National Improvement Framework Key Drivers</b>  | <b>HGIOS 4 and Early Learning and Childcare Indicators</b>   |                                       | <b>Argyll and Bute Education Key Objectives</b>  |                                  |
| <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>   | <ol style="list-style-type: none"> <li>Self Evaluation for self-improvement</li> <li>Leadership for learning</li> <li>Leadership of change</li> <li>Leadership and management of staff</li> <li>Management of resources to promote equity</li> <li>Safeguarding and child protection</li> <li>Curriculum</li> <li>Learning teaching and assessment</li> <li>Personalised support</li> <li>Family learning</li> <li>Transitions</li> <li>Partnership</li> <li>Ensuring wellbeing, equality and inclusion</li> <li>Raising attainment and achievement/Securing children's progress</li> <li>Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ol> |                                       | <ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul> |                                  |



| Priorities | Proposed Outcome and Impact | Measures | Linked to PEF (Y/N) |
|------------|-----------------------------|----------|---------------------|
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| <p>Improve staff data literacy in order to inform improvement</p> | <p>All practitioners will have a rich and deep understanding of data ( quantitative and qualitative) and will develop analytic skills which will support next steps/ interventions for learners leading to evidence of progress in key areas for learners. Tracking and monitoring system will be extended to include wellbeing, skills, wider achievements and ELC data.</p> <p>Review our assessment calendar and approaches and build in collegiate time for data analysis to inform planning and interventions</p> <p>Develop high quality assessments across curricular areas, these will inform planning, tracking and teacher professional judgements.</p> | <p>All practitioners will demonstrate an understanding of the range of quantitative and qualitative data in place at school and class level. Class/ELC level data will be used by practitioners to plan targeted interventions and to report back on the impact of these- reflected in pupil progress meetings, twice a year.</p> <p>All practitioners will have the opportunity to “look outwards” to explore good practice in a range of comparative settings within both local cluster and wider authority. All teachers will be able to describe and explain the impact of this on their practice and support this with learner data related to progress and achievement/ developmental milestones</p> <p>Assessment evidence<br/>Records of tracking meetings<br/>Pupil dialogue</p> | <p>No</p> |
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| <p>Further develop approaches to pupil participation and pupil voice in order to shape their learning experiences</p> | <p>Children will be able to exercise choice in their learning within class, school and wider community.</p> <p>Children’s experiences offer opportunities for them to be challenged in their learning, to extend their thinking and follow their own interests. .</p> <p>Staff knowledge and understanding of enquiry based learning approaches is improved.</p> <p>Children are able to articulate and record skills that they are developing across the curriculum.</p> | <p>Observations demonstrate pupil voice and involvement in decision making</p> <p>Pupil focus group feedback illustrates that children are fully involved in decision making within and outwith their class.</p> <p>Minutes/records of Committees allow children to demonstrate active participation in their school community.</p> <p>Pupil diaries/pupil dialogue/focus groups</p> <p>Tracking</p> <p>Teacher metaskills overview</p> <p>Refreshed L,T,A policy.</p> <p>Classroom observations</p> |            |
| <p>Raise attainment in writing</p>  | <p>Children will receive high quality feedback and have a clear understanding of what they need to do to improve their writing.</p> <p>Staff will have a well-developed understanding of pupil progress and appropriate interventions in writing.</p>   | <p>88% of children are expected to achieve or exceed their expected level or progress measure in writing by June 2024.</p> <p>Classroom observations</p> <p>XBRA progress data</p> <p>Tracking meeting records</p>   | <p>Yes</p> |



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|  | <p>Staff will be confident in tracking approaches and interventions.</p> <p>All children will be appropriately supported and challenged in their learning (writing)</p> <p>Breadth of experience in order to extend and challenge. Children are able to apply their writing skills across the curriculum.</p> <p>Staff engagement with moderation cycle, working with colleagues locally and regionally to develop approaches to engage and motivate pupils in writing experiences and to strengthen teacher judgements.</p> | <p>Pupil focus groups</p> <p>Samples of pupil work</p> |  |
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**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.**

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2023-24

### Strategic Priority 1:

Title: Improve data literacy of staff

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

| National Improvement Framework Key Drivers   | NGIOS 4 and Early Learning and Childcare Indicators  | Argyll and Bute Education Key Objectives   |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• School and ELC leadership</li> <li>• Teacher and practitioner professionalism</li> <li>• Parent/carer involvement and engagement</li> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> <li>• Performance information</li> </ul> | <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> | <ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul> |  |
| Key Actions (How)  | Lead Person  | Timescale  | Success Criteria to facilitate evaluation of learners’ progress                              |
| <p>Further develop practitioner understanding of data following which a shared set of expectations around the gathering and analysis of data will be developed and evidenced.</p>  | <p>HT/all staff</p>  | <p>Sept - June 24</p>  | <p>All teachers will input their assessment data directly onto the tracking spreadsheets</p> |

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| <p>Staff will use data at classroom level to inform improvement.</p> <p>Authority P&amp;A data will be shared with all staff and time given for discussions around projected data.</p> <p>Further develop tracking and monitoring system to include wellbeing, wider achievements, skills and ELC data.</p> <p>Review our assessment calendar and approaches to ensure that staff are using a range of evidence to support and inform teacher judgements and next steps.</p> <p>Develop staff understanding and skill in devising and implementing high quality assessments across curricular areas</p> |  |  | <p>All staff will gather both qualitative and quantitative data</p> <p>All staff, including support staff, will understand the expected levels at all stages</p> <p>All staff understand where our pupils are in relation to the cluster and authority for their stages</p> <p>All staff will confidently use assessment evidence in order to inform next steps for their teaching and for children's learning</p> <p>Staff confidence in developing high quality assessments across curricular areas will be improved</p> |
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| Operational Improvement Planning (Action Plan) for Establishment:  |  | Session: 2023-24   |
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| <b>Strategic Priority 2:</b>   | <b>Title:</b> Further develop approaches to pupil participation and pupil voice in order to shape their learning experiences   |  |
| <b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> |  |  |
| National Improvement Framework Key Drivers   | HGIOS 4 and Early Learning and Childcare Indicators  | Argyll and Bute Education Key Objectives   |
| <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>   | 1.1 Self Evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnership<br>3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children’s progress<br>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | <ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul> |

| Key Actions (How)  | Lead Person  | Timescale   | Success Criteria to facilitate evaluation of learners' progress  |
|--|--|---|--|
| <p>Staff to increase opportunities for children to exercise choice within their learning in class.</p> <p>All children to be active participants in a school committee and have opportunities to drive school improvement and contribute to their wider school community.</p> <p>Continue to develop pupil voice throughout the whole school using HGIOURS, focusing on Theme 2 'Our Learning and Teaching'.</p> <p>Based on a range of assessment evidence staff will offer opportunities for children to lead their learning and follow their own interests through the further development of enquiry-based learning.</p> <p>Staff will engage in relevant CLPL including visits to other establishments to develop their knowledge and understanding of enquiry based learning and develop these approaches within their own context.</p> <p>Staff will reinforce the skills framework and introduce a meta-skills framework, supporting children to reflect on, articulate and record (P4-7) the skills they are developing in class and outwith.</p> | <p>All staff</p> <p>All staff / all children</p> <p>All staff led by PT</p> <p>All staff</p> <p>All staff led by HT/PT</p> | <p>From Aug 23</p> <p>Oct 23</p> <p>Create plan by Oct 23</p> <p>From Sept 23</p> <p>From Nov 23</p> <p>By Mar 24</p> | <p>Children will be able to confidently make appropriate choices in their learning and have increased ownership</p> <p>Children will be able to articulate their contributions to school improvement through committees.</p> <p>Children will be confident and familiar in the use of HGIOURS</p> <p>Pupil experiences will be improved and enquiry based approaches embedded across all classes.</p> <p>Staff knowledge and confidence will be increased.</p> <p>Staff confidence in deliver activities to develop metaskills will be increased.</p> <p>Children will be conversant and able to reflect and discuss the skills they are developing.</p> |

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| Operational Improvement Planning (Action Plan) for Establishment:  |  |  | Session: 2023-24  |
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| <b>Strategic Priority 3:</b>   | Title: Raise attainment in writing   |  |   |
| <b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> |  |  |   |
| National Improvement Framework Key Drivers   | HGIOS 4 and Early Learning and Childcare Indicators  | Argyll and Bute Education Key Objectives   |   |
| <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>   | 1.1 Self Evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnership<br>3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | <ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul> |   |
| Key Actions (How)  | Lead Person  | Timescale  | Success Criteria to facilitate evaluation of learners’ progress                                   |
| Staff will engage in professional reading to further develop approaches to developing high quality feedback.   | HT/all staff   | Aug - Nov 23   | Staff will have observed and shared good practice across the school<br>Children will have a clear |



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| <p>Staff will engage in professional reading to support their understanding of approaches to developing this curricular area i.e. small tests of change approach and use of a variety of stimuli.</p> <p>Staff will develop their understanding of the range of interventions which can be used to support writing.</p> <p>As part of our quality assurance calendar activities, staff will be fully involved in tracking approaches to writing and associated interventions.</p> <p>Staff will make effective use of assessment (teacher assessment and self- and peer assessment), observation feedback and tracking meeting discussions to ensure children are appropriately supported and challenged in their learning (writing)</p> <p>Staff will plan and deliver a breadth of experience in order to ensure children are able to apply their writing skills across the curriculum.</p> <p>SLT and staff to engage in writing lesson peer observations across the school to identify strengths and areas to work on.</p> <p>Staff will engage with the moderation cycle, working with colleagues locally and regionally to develop approaches to engage and motivate pupils in writing experiences and to strengthen teacher judgements.</p> <p>All teaching staff will complete a High Quality Assessment planning template and share with their partner schools</p> <p>All staff will moderate the plan with a partner school using a proforma to guide the professional discussion</p> | <p>All staff</p> <p>Staff/ BG</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>All staff</p> | <p>Sept 23</p> <p>Sep - Jun24</p> <p>Nov 27th 2023</p> <p>Nov 23</p> <p>Feb 24</p> <p>Nov 23, Jan 24, May 24</p> <p>Dec 23</p> | <p>understanding of what they need to do to improve their writing.</p> <p>Pupils will be aware of their current level in writing /spelling and know their next steps</p> <p>80% of all learners will make expected or greater than expected progress in spelling and writing. The remaining 20% will make measurable progress as demonstrated through attainment over time, reflected in a range of assessment information.</p> <p>Improved approaches to self/peer assessment will be embedded.</p> <p>Greater consistency of experience across the school for all learners. Staff will have clearer understanding of areas for development.</p> <p>All staff will have a clear understanding of trio work required and timescales of the project.</p> <p>All staff will have had the opportunity to create and use a high quality assessment whilst engaging with professional discussion within their trio schools</p> |
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| <p>All staff will teach the planned lesson and then moderate , during a twilight session, with their partner school. All work to be unloaded on the HALCO moderation platform</p> <p>Look to repeat this process one more time</p> <p>After the trio work, Arrochar , will review our planning for writing to include the work from above</p> <p>Review our writing criterion scales ( based on Rhu’s work) to ensure they are aligned with XBRA and benchmarks</p> | All staff | Mar 24<br><br><br><br><br>Jun 24 | <p>An agreed planning format for writing will be created</p> <p>Improved writing criterion scales ready for new session, staff confidence increased. Clear areas for development identified.</p> |
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| Operational Improvement Planning (Action Plan) for Establishment:  |  |  | Session: 2023-24  |
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| <b>Strategic Priority ELC:</b>   | Title: Develop the learning environment  |  |   |
| <b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> |  |  |   |
| National Improvement Framework Key Drivers   | HGIOS 4 and Early Learning and Childcare Indicators  | Argyll and Bute Education Key Objectives   |   |
| <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>   | <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> | <ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul> |   |
| Key Actions (How)  | Lead Person  | Timescale  | Success Criteria to facilitate evaluation of learners' progress                                 |
| ELC staff to engage with Early Years Education Officer in a professional reading programme   | MaryPat/ ELC staff   | Sept-Nov 23  | All staff have engaged in professional reading and have a greater understanding of how they can |

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| <p><b><i>These sessions will develop over the year and have an impact on the ELC priority, as such this may change as the year progresses</i></b></p> <p>Sessions planned:</p> <ol style="list-style-type: none"> <li>1. Quality of interactions and environment</li> <li>2. The role of the educator within the ELC environment</li> <li>3. Collaborative self-evaluation</li> </ol> <p>Review current approaches to intentional and responsive planning.<br/>This will involve visits to other establishments to share practice.<br/>Staff to further consider how progress can be demonstrated across the four capacities.</p> <p>Continue to develop the ‘freeflow outside’ space property to look at fencing costs of proposed area<br/>Staff to complete risk assessment in collaboration with the children</p> <p>Staff to continually review the environment to ensure high quality experiences for all children which scaffold and enable them to become effective contributors.</p> | <p>HT/Early Years team<br/>( Ailsa Dominik)</p> <p>ELC Staff</p> <p>ELC Staff</p> | <p>Nov 23</p> <p>Oct 23</p> <p>Dec 23</p> | <p>improve the learning environment based on evidence from research.</p> <p>Staff demonstrate a clearer understanding of their role as the educator</p> <p>Staff will be confident in identifying and addressing strengths and next steps for ELC based on range of data</p> <p>Learners able to confidently transition from home straight to the outside space</p> <p>Environment serves to support and challenge all children appropriately. All learners able to display work that they feel proud of and take control of what this looks like.</p> |
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## Establishment Maintenance Improvement Planning – Optional

Session: 2023-2024

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- **Improvement in attainment, particularly in literacy and numeracy.**

### National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- **Parent/carer involvement and engagement**
- **Curriculum and assessment**
- School and ELC improvement
- Performance information

### HGIOS 4 and Early Learning and Childcare Indicators

- 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**

### Argyll and Bute Education Key Objectives

- 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):

- Children will be able to articulate what nurturing approaches are in place to support them and evaluate the ways in which these are making a difference to their lives in school. Learners will benefit from targeted nurture approaches to support their wellbeing, attainment and achievement in and beyond the school day.
- All children, families, staff and partners will have a shared understanding of the place of children’s rights within Arrochar and how this is reflected in our nurture approaches.
- Continue on journey towards becoming a ‘gold’ Rights Respecting School

**Pupil Equity Funding | Planning and Reporting**

School Name: Arrochar Primary and ELC

**Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.****Identify:**

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- To be included:
  - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>
  - % FSME
  - % SIMD 1/2 and other bands as appropriate

**A consideration for longer term planning of approaches, with funding confirmed for 3 years, should be considered in the targets below.**

**School Report on PEF Expenditure and Impact 2023 2024****Baseline Data**

PEF expenditure for 2023 – 2024 £6125, will be used to support enhanced nurture provision, digital inclusion and health and wellbeing. Outdoor education will feature highly in this plan building upon our success in session 2022-2023.

**The school is classed as a rural**

Primary School Roll 40 ELC Roll 9

14 pupils identified as ASN - this includes young carers, bereavement as well as those needing support with learning

Reading, writing and numeracy - 17% of children receiving intervention

**The SIMD picture for the school is limited due to the rural context of the school :**

SIMD Data (Vigintile 1-20)

0% of children Band 1-5, <5% of children Band 6-9, 84 % of children Band 10-13, 13 % of children Band 14-20

Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage. We also know of a small number of families who, for various reasons, do not apply for FSME, even though they would fall within the eligibility category:

7% of children FSM (due to our rural location this figure does not always correlate with SIMD figures).

Targeted PEF funded interventions will support pupils who

- have suffered ACEs
- have ill-formed attachment
- live in one of the aspects of poverty as identified in the national strategy for 'closing the gap'.
- Experience digital inequity
- Have poor attendance

Targeted PEF interventions will include nurture for those children identified through Boxall profiles

Identification of target groups/individuals through observation, profiles (Boxall), ACEL, SNSA, GL (etc.) linked to markers of disadvantage

Through consultation with stakeholders and data across the school (reading, writing, mental agility, etc.) has been identified as a priority area for targeted intervention.



| Pupil Equity Funding   Planning and Reporting  |  |  |   |   |
|--|--|--|---|---|
| <b>What are you planning to do with your PEF Allocation?</b> <ul style="list-style-type: none"> <li>Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.</li> <li>How have you consulted with and involved parents/carers and pupils in the process?</li> <li>Aim and expected impact of proposals.</li> <li>Plans to work in partnership with other schools/local partners/providers, if applicable</li> <li>Link to Our Children, Their Future</li> <li>Link to HGIOS 4 Quality indicators / NIF</li> </ul> |  | <b>How will progress be measured (what, when and how)?</b> <ul style="list-style-type: none"> <li>How will you know your interventions are having an impact/improving outcomes?</li> <li>Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).</li> <li>Data, new and existing, which will be required.</li> <li>Plans for how data will be collected and reported.</li> </ul> |   | <b>Identify organiser for proposed intervention/project</b> <ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Leadership</li> <li>Family and Community</li> </ul>                         |
| Area   | Key Actions  | Outcome and Measure  | Mid-Year Progress<br>(Completed December-January) | Impact<br>(Completed End of Session)<br>How did you meet the aims set out in your proposed interventions?<br>What data do you have that evidences impact?<br>Identify any significant changes in expenditure. |
| Literacy<br>HGIOS 2.3,3.2<br>OCTF Outcomes 1,2   | Target group will demonstrate progress in literacy skills of: <ul style="list-style-type: none"> <li>- phonemic awareness</li> <li>- phonological awareness</li> <li>- blending and segmentation</li> <li>- reading fluency</li> <li>- spelling</li> <li>- comprehension skills</li> <li>- vocabulary</li> </ul> | By June 2024 100% of targeted group with a +1yr gap will improve their reading age by 6months +<br><br>Accelerated Reader Data gathered through Star testing <ul style="list-style-type: none"> <li>Aug Baseline</li> <li>Nov, April, June pickups</li> </ul>  |   |   |

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|  | <p>We are using CA hours for small group interventions using Nessy spelling resource at least 3 times per week.</p> <p>We are using daily individual programmes for pupils using code cracker/toe by toe resources.</p>  | <p>Pupils using Nessy will have achieved greater than 1 years growth in spelling age by June 24</p> <ul style="list-style-type: none"> <li>● Aug Baseline</li> <li>● Nov, April, June pickups</li> </ul>   |  |  |
| <p>HWB</p> <p>HGIOS 4:</p> <p>2.4 Personalised support</p> <p>2.7 Partnership</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> | <p>Identified pupils will develop their resilience, skills and attitudes to be more 'learning ready' in class and happier and more settled in the playground.</p> <ul style="list-style-type: none"> <li>- Less time being dysregulated</li> <li>- An improved sense of self-worth and ambition</li> <li>- Increased understanding and use of self-regulation strategies</li> <li>- Improved play and friendships</li> </ul> <p>We are using some of our core teacher allocation for small group sessions 2 X per week.</p> <p>Twice a Month full-day outdoor learning and adventure provided to promote resilience, self-awareness, teamwork and build practical skills.</p> <p>Support to provide wider achievement experiences by identifying and supporting children who cannot swim, ride a bicycle or require financial support to attend residential trips.</p> | <p>Target group to achieve 40% increase from baselines using Boxall and Leuven Scale.</p> <p>Positive qualitative feedback gathered demonstrating impact.</p> <p>80% of the targeted cohort to report increased enjoyment and participation in outdoor teamwork activities.</p> <p>Tracking of wider achievement to support positive engagement from target group.</p> |  |  |

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|  |  | Opportunities to develop cultural capital through school trips and experiences. |  |  |
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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 |
|------|------|------------|-------------------|-------------------------|
|      |      |            |                   | years months            |
|      |      |            |                   | years months            |
|      |      |            |                   | years months            |
|      |      |            |                   | years months            |
|      |      |            |                   | years months            |

#### 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 | <input type="checkbox"/> | Social and Emotional Wellbeing | <input type="checkbox"/> | Promoting Healthy Lifestyles | <input type="checkbox"/> | Targeted approaches to Literacy and Numeracy | <input type="checkbox"/> | Promoting a High Quality Learning Experience | <input type="checkbox"/> | Differentiated Support | <input type="checkbox"/> |
|-----------------------------------|--------------------------|--------------------------------|--------------------------|------------------------------|--------------------------|--|--------------------------|--|--------------------------|------------------------|--------------------------|

|   |                          |                            |                                     |  |                                     |                                      |                          |  |                          |                         |                          |
|---|--------------------------|----------------------------|-------------------------------------|--|-------------------------------------|--------------------------------------|--------------------------|--|--------------------------|-------------------------|--------------------------|
| Employability and Skills Development  | <input type="checkbox"/> | Engaging Beyond the School | <input checked="" type="checkbox"/> | Partnership Working                              | <input checked="" type="checkbox"/> | Professional Learning and Leadership | <input type="checkbox"/> | Research and Evaluation to Monitor Impact        | <input type="checkbox"/> | Using Evidence and Data | <input type="checkbox"/> |
| <b>Spend Details</b>  |                          |                            |                                     | <b>Carry Forward 2022 - 2023</b>                 |                                     |                                      |                          | <b>PEF Allocation 2023 - 2024</b>                |                          |                         |                          |
| Outdoor Instructor whole day sessions - 28x£100 = £2800<br>Swimming lessons and transport for identified cohort - £550<br>Support for residential trips for identified cohort - £350<br>Resources for Outdoor Learning Box £350 ( approx)<br>Accelerated Reader Licence - £950<br>Nussy Digital resource £100<br>Sumdog Digital resource £ 189<br>Nurture Room resources £600 |                          |                            |                                     | £ 574  |                                     |                                      |                          | £ 6125   |                          |                         |                          |
|   |                          |                            |                                     | <b>Mid-Year Spend checkpoint (Dec-Jan)</b>       |                                     |                                      |                          | <b>Final spend (End of Session)</b>              |                          |                         |                          |
|   |                          |                            |                                     | Identify any significant changes in expenditure. |                                     |                                      |                          | Identify any significant changes in expenditure. |                          |                         |                          |
|   |                          |                            |                                     | £  |                                     |                                      |                          | £  |                          |                         |                          |