



Education

Establishment Improvement Plan 2024 - 2025

School Name: Garelochhead Primary School and ELC

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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
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer engagement and family learning • Curriculum and assessment • School and ELC improvement • Performance Information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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:
Ensuring wellbeing, equality and inclusion: Embed a right's respecting ethos throughout the school community;	Develop a digital learning strategy across the school community which reflects our curriculum rationale; Raise attainment in listening and talking through partnership working;	Review and reflect on pedagogical approaches to challenge and develop our young people's creativity skills for life and learning;

<p>Leadership of change: Design and develop a curriculum which underpins learning, teaching and assessment and reflects our school community;</p> <p>Raising attainment and achievement: Raise attainment in reading through high quality learning and teaching.</p>	<p>Review and develop our school community's collaborative approaches to self-evaluation.</p>	<p>Develop our school's community engagement and family learning policy;</p> <p>Refresh our approach to L1+2+3.</p>
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2024-2025		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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	Termly	Focus groups
		Staff	Monthly	Collegiate sessions
		Parents/Partners	Termly	Questionnaires/Focus groups
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"> 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	<ul style="list-style-type: none"> 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)
Ensuring wellbeing, equality and inclusion: Embed a right's respecting ethos throughout the school community.	Create a nurturing environment where children's rights are respected, protected and promoted; Positive Behaviour and Relationships policy to ensure consistency across school community; All school and ELC policies to align with UNCRC principles; Positive increase in pupil inclusion, ensuring that all pupils have equal opportunities and feel valued.	Increase in attendance within school and ELC; Positive increase in pupil inclusion measured at key points throughout the session and tracked through BOXALL profiling and SHANARRI wellbeing indicators; Pupils can speak with confidence about how positive relationships are encouraged; Achievement of Silver Rights Respecting School Award.	No
Curriculum: Design and develop a curriculum underpinned by high quality learning, teaching and assessment and reflective of our school community.	Develop a curriculum that aligns with the school's vision, values and aim; Provide our pupils with high quality learning and teaching, to develop the four capacities and skills for life, learning and work; Create a clear framework for learning, teaching and assessment.	100% of targeted stakeholders are able to describe our refreshed curriculum rationale; 100% of targeted stakeholders are able to describe elements of our curriculum; 100% of staff will have a clear understanding of our framework for learning, teaching and assessment; 100% of weekly reflective journals surveyed will show a clear link to skills developed by pupils.	No
Raising attainment and achievement: Focus on raising attainment in reading through high quality learning and teaching and data driven interventions.	ELC and Teaching staff will engage in professional development which results in consistent high quality teaching and learning in reading at all stages; Creation of a reading culture within our whole school community with opportunities for pupil leadership; Teaching staff will engage in ongoing collaboration and moderation with partner schools/within cluster to ensure consistent professional judgements across the levels.	All year groups will demonstrate an increase of 5-10% increase in attainment, as demonstrated by ACEL/SNSA/Summative assessment data; 85% of learners at P1/4/7 will achieve appropriate level in reading by June 2025 (increase of +7% on attainment levels at June 2024); Increased levels of engagement and enjoyment in reading activities to be demonstrated through pupils surveys by March 2025.	Yes

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

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-2025

Strategic Priority 1:

Title: Ensuring wellbeing, equality and inclusion: Embed a rights respecting ethos throughout the school community.

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	
<ul style="list-style-type: none">• School and ELC leadership• Teacher and practitioner professionalism• Parent/carer engagement and family learning• Curriculum and assessment• School and ELC improvement• Performance information	<div>1.1 Self Evaluation for self-improvement</div> <div>1.2 Leadership for learning</div> <div>1.3 Leadership of change</div> <div>1.4 Leadership and management of staff</div> <div>1.5 Management of resources to promote equity</div> <div>2.1 Safeguarding and child protection</div> <div>2.2 Curriculum</div> <div>2.3 Learning teaching and assessment</div> <div>2.4 Personalised support</div> <div>2.5 Family learning</div> <div>2.6 Transitions</div> <div>2.7 Partnership</div> <div>3.1 Ensuring wellbeing, equality and inclusion</div> <div>3.2 Raising attainment and achievement/Securing children's progress</div> <div>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</div>			<ul style="list-style-type: none">• Raise educational attainment and achievement for all• Use performance information to secure improvement for children and young people• Ensure children have the best start in life and are ready to succeed• Equip young people to secure and sustain positive destinations and achieve success in life• Ensure high quality partnership working and community engagement• Strengthen leadership at all levels	
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress	
Launch of our refreshed Positive Behaviour and Relationships policy (PBR): Whole staff engagement with PBR policy during August INSET;		HT/PT All staff	August INSET 2024	100% of pupils selected for discussion within Garelochhead Primary School and ELC will have a strong	

<p>Sharing of PBR policy with parents/carers during Meet the Teacher Session; Assemblies during Terms 1 and 2 to focus on PBR/school values to develop children's understanding;</p> <p>Pupil steering group to lead pupils' education about peer mediation on the playground vis role play scenarios and assemblies;</p> <p>Teaching staff to work with pupils to establish class charters which are displayed prominently, referred to throughout school day and shared with parents/carers;</p> <p>Review of school and ELC policies to ensure they reflect the principles and articles of the UNCRC and our PBR policy and to ensure a consistent application of policies by all within our school community.</p>	<p>HT HT/PT</p> <p>Pupil steering group/PT</p> <p>All pupils/teaching staff</p> <p>HT/Parent Council/Pupil Steering Group</p>	<p>4th September 2024 December 2024</p> <p>1st November 2024</p> <p>31st August 2024</p> <p>30th November 2024</p>	<p>understanding of our school's Positive Behaviour and Relationships policy and what it looks like throughout the school day;</p> <p>100% of parents/carers surveyed will agree with the policy and understand it;</p> <p>100% of staff will understand the PBR policy and be clear about how to apply it;</p> <p>QI Visits will acknowledge clear visibility of UNCRC/RRS/PBR Policy throughout school community</p>
<p>Increase staff knowledge and understanding when dealing with behaviours that challenge:</p> <p>All staff to undertake CALM's Core Theory Course to help them understand behaviours that challenge, and how to reduce/prevent these behaviours over time;</p> <p>Teaching/ELC staff to participate in CIRCLE Framework training as a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom;</p> <p>Teaching/ELC Staff will be empowered to promote inclusive practice within their own classrooms through completion of the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale to identify changes required in their own classrooms and to allow them to create a personal action plan;</p> <p>Quality assurance of action plans to ensure that they reflect HGIOS 3.1, PBR Policy and nurturing principles;</p>	<p>All staff</p> <p>Teaching/ELC staff</p> <p>HT/Nurture team</p>	<p>4th October 2024</p> <p>16th September 2024</p> <p>31st October 2024</p> <p>7th November 2024</p> <p>28th February 2025</p>	<p>100% of staff will have completed and passed CALM's Core Theory course;</p> <p>5-10% reduction in PERS100C submissions by end of session 24/25;</p> <p>Analysis of SHANARRI wellbeing pupil data at March 25 will demonstrate increased levels of pupils feeling INCLUDED compared to October 24;</p> <p>100% of staff will indicate an increased knowledge and understanding of dealing with</p>

<p>Coach and consult sessions for staff facilitated by Nurture Team and Ed Psych to further develop staff knowledge and understanding and to provide support with range of scenarios;</p> <p>All staff will undertake INSET training provided by Ed Psych/CAHMS/Nurture Team which will focus on developing understanding of trauma based responses;</p> <p>Review school and ELC policies to ensure they reflect the principles and articles of the UNCRC and to ensure that all staff take forward a consistent approach within our school community.</p>	C Fitzsimmons/ Nurture Team/A McLeish (CAMHS)	17 th February 2025	behaviours that challenge in PRD discussions.
	HT/Parent Council/Pupil Steering Group	30 th November 2024	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-25

Strategic Priority 2:

Title: Curriculum: Design and develop a curriculum underpinned by high quality learning, teaching and assessment and reflective of our school community.

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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- 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"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<p>1.1 Self Evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</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>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Research guidance and good practice on constructing personalised curriculum rationale for the school and ELC:	Maria McArthur	September 24	

<ul style="list-style-type: none"> Review relevant documentation e.g. Three Assets Approach, Realising the Ambition documentation, HMie Thematic review of curriculum design and HGIOS4 			
<p>Share key messages of research with all staff:</p> <ul style="list-style-type: none"> include professional reading and feedback time in WTA to develop staff understanding of the principles and practice behind all areas of curriculum design; Staff to identify their own learning and support needs through engagement with HGIOS 2.2 and which fit with the wider needs of the school and its community and create learning plan to develop their understanding. 	<p>Maria McArthur Teaching and ELC staff</p>	<p>October 24</p>	<p>100% of teaching and ELC staff will show an increased understanding of curriculum design as evidenced by development of high quality assessments in writing;</p> <p>PRD conversations reflect 100% of staff have used professional development time to support areas identified;</p>
<p>Identify areas of the current curriculum rationale / curriculum which continue to be relevant in reflecting our refreshed Vision, Values and Aims:</p> <ul style="list-style-type: none"> Review of Garelochhead Curriculum Overview; Review of current learner progression frameworks in use; Consultation with staff, learners and parents; 	<p>Maria McArthur</p>	<p>October 24</p>	<p>Evidence of the unique culture within Garelochhead Primary in forward plans;</p> <p>All forward plans provide staff with clear next steps and current learning at any time, as evidenced through Forward Planning feedback.</p>
<p>(Why) Engage in self-evaluation activities linked to the 4 capacities to ensure our curriculum will reflect the totality of learning experiences across the four contexts and will:</p> <ul style="list-style-type: none"> enhance pupil engagement and ownership within our school community; ensure a strong focus on developing the skills our young people need in the world of work; embed outdoor learning as a regular, progressive curriculum-led experience; 	<p>Maria McArthur Teaching staff ELCC Staff Pupils</p>	<p>Complete by December 24</p>	<p>Increase of at least 10% in learner's feelings of being included in our school;</p> <p>A sample of learners will be able to identify strengths and next steps in their learning via pupil discussions;</p> <p>A sample of learners will be able to link their school to the 4 capacities, demonstrated during pupil discussions.</p>

<ul style="list-style-type: none"> provide flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners <p>(How) Staff and pupils will work with materials provided through Curriculum Rationale Sessions (session 2023-2024) including:</p> <ul style="list-style-type: none"> Learner Personas; Education Scotland Curriculum Design resources: Curriculum Design Toolkit (education.gov.scot) Current learning pathways in use 			
<p>Work with children in school and ELC to design a 'child friendly' version of the final curriculum rationale which reflects the unique characteristics of our school community:</p>	<p>Maria McArthur Pupils</p>	<p>March 25</p>	<p>100% of our identified pupils are able to describe our refreshed rationale; 100% of identified pupils are able to describe elements of our curriculum.</p>
<p>Consultation will take place with identified key groups during which views will be gathered on draft. Changes will be made where possible:</p> <p>Publicise our refreshed curriculum rationale on our digital platforms and within the community.</p>	<p>Maria McArthur Identified Stakeholders</p>	<p>February 25</p>	<p>100% of identified stakeholders will have a clear understanding of Garelochhead's curriculum rationale;</p>

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-2025

Strategic Priority 3:

Title: Raising attainment and achievement: Focus on raising attainment in reading through high quality learning and teaching and assessment and data driven targeted interventions.

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

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- 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
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

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 (How)

Lead Person

Timescale

Success Criteria to facilitate evaluation of learners' progress

Ensure Structured Literacy Instruction in reading throughout the school:

Hannah Guy/Maria McArthur

Throughout session

Monitoring of P&A/ACEL data will show a 5% increase in the number of

<ul style="list-style-type: none"> • Introduction of Systematic approach to teaching of phonics to help students understand the relationship between letters and sounds in P1-3 via use of Read Write Inc. resource; • Ensuring vocabulary development by teaching new words explicitly and in context to help students improve their language comprehension and expression; • Ensure regular reading practice that emphasizes accuracy, speed, and proper expression to help students become more fluent readers; • Teaching strategies like questioning, predicting, clarifying, and summarizing; • Promoting discussion and critical thinking about texts to deepen understanding; • ELC staff to work within their remits to ensure that they provide tools to optimise reading opportunities throughout the ELC environment which are developmentally appropriate. 	<p>D Ferry, D McBride, L Barton</p> <p>All teaching staff</p>		<p>pupils achieving or exceeding expected levels in reading.</p>
<p>Professional Development of Teaching and ELC Staff:</p> <ul style="list-style-type: none"> • Teaching Staff to identify areas for improvement in learning and teaching of reading using appropriate resources including Argyll and Bute Framework for Learning, Teaching and Assessment, GAPE resources, Education Scotland resources and Argyll and Bute Literacy Checklist; • ELC Staff to identify areas for improvement in providing high quality experiences in reading in the ELC using appropriate resources including Up, Up and Away and Argyll and Bute Literacy Checklist; • All staff members to create personal plan for area of improvement and to undertake appropriate professional learning based on self and peer evaluation; • SLT to undertake learning observations for reading which will focus on identified area for each staff member; 	<p>All teaching and ELC staff</p> <p>HT/PT</p>	<p>30th September 2024</p> <p>30th November 2024</p>	<p>Learning observations throughout session will show that almost all children are eager and active participants in their learning; that their learning experiences are appropriately enjoyable and they take part in a range of well-planned activities;</p> <p>QI Visits will acknowledge clear visibility of high quality learning and teaching of reading.</p>

<ul style="list-style-type: none"> Collegiate sessions throughout year will focus on identified areas for improvement using GAPE and other appropriate learning materials; Pace of learning will increase for all learners and children will be provided with a more challenging range of reading tasks designed to help them develop their skills in independent reading; 	HT/PT Teaching/ELC Staff	31 st May 2024	
Using performance information to raise attainment and achievement in reading through: <ul style="list-style-type: none"> Regular assessment to understand each student's reading level and needs including summative and formative assessments; Using data to identify areas for improvement in reading for specific pupils and ensure appropriate supports/interventions are in place; Tracking and Monitoring meetings to take place throughout session for reviewing of ongoing progress and achievement; XBRA data to be reviewed by staff at appropriate points in session to identify progress and achievement; Ensuring pupils understand their strengths and areas for improvement in reading and the steps they need to take to achieve this; Ensuring clear progression pathway for the development of skills in reading 	Teaching staff	Review of performance information to take place: October 24 February 25 May 25	Monitoring of P&A/ACEL data will show a 5% increase in the number of pupils achieving or exceeding expected levels in reading.
Create a Literacy-Rich Environment by: <ul style="list-style-type: none"> PT to complete <i>Developing and Sustaining Reading for Pleasure (Primary) Course</i> offered by Scottish Book Trust; Ensuring all areas of school and ELC are filled with a variety of reading materials and opportunities for pupils to engage with text including using e-books, audiobooks, and reading apps to engage students; 	PT - Hannah Guy All staff	Complete by April 2024	100% of pupils within Garelochhead Primary and ELC will have unlimited access to reading materials throughout school year; 100% of families within Garelochhead community will have been able to access appropriate reading materials;

<ul style="list-style-type: none"> • Allowing pupils to choose their own reading materials to increase motivation and interest; • Celebrating reading achievements within class and the wider school community and creating a culture where reading is valued and enjoyed; • Encouraging reading at home through involving parents and caregivers through Bookbug sessions, story sessions in school and opening library throughout school year; • Ensuring pupils have access to a variety of reading materials at home and in the community by developing our school library and providing access to wider community; • Offering opportunities to develop lifelong skills and leadership to pupils by creating a librarian programme. 	Parents/carers		100% of identified pupils will have been offered opportunities to develop leadership skills and skills for life and work;
	Pupils		Increased levels of engagement and enjoyment in reading activities to be logged through pupil surveys.

Pupil Equity Funding | Planning and Reporting

School Name: Garelochhead Primary School

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.

Our current school roll is 106. Garelochhead Primary School is classed as an accessible rural school and our SIMD bandings are as follows:

Quintile 1: 1.88%

Quintile 2: 37.73%

Quintile 3: 44.34%

Quintile 4: 2.83%

Quintile 4: 14.15%

10% of our pupils are registered for free school meals however local knowledge indicates that this would be higher if free school meals were not currently available to all pupils from P1-P5. 28.3% of the school roll is classed as having an additional support need and there are 5 care experienced children.

Target groups:

Children with low self-esteem, emotional / social needs both at home and/or in school, anxiety within school or home setting

Children with lower attendance rates

Children of one parent families

Children requiring additional support with Numeracy and Literacy who are identified through ACEL data / Tracking information and are included in one of the categories above

Pupil Equity Funding | Planning and Reporting

Pupil Equity Funding Planning and Reporting				
What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	Extend literacy skills for identified learners in P1-3: <ul style="list-style-type: none"> Read Write Inc resource to be used in P1-3 Additional intervention for identified learners in P1-3 including daily additional input Extend literacy skills for identified learners in P4-7: <ul style="list-style-type: none"> Increase of pupil support teacher from 0.2FTE to 0.4FTE 	100% of identified learners in P2 will have achieved Early Level in literacy by October 24; Attainment tracker data will evidence an increase of 10% of children living in quintiles 2 and 3 as being on track to achieve National expectations in reading.		

Numeracy	Early intervention strategy to support numeracy: Standardised assessments to identify learners and track progress; HT will review data, identify, coordinate and evaluate interventions; PST to support small group interventions; Targeted group of parents/carers to support their children with Home Learning using SEAL strategies; Sumdog	Attainment tracker data will evidence an increase of 8% of children living in quintiles 2 and 3 as being on track to achieve National expectations in Numeracy		
Health and wellbeing	Continue to provide walking bus and breakfast club for pupils at Garelochhead Primary. Offer will be universal however it will be targeted at pupils that have been identified as having low attendance/high levels of lateness, those receiving FSMs and one parent families	Increased attendance levels Reduction in late arrivals Leuven scale to measure engagement in class after breakfast club participation Attainment tracker data will evidence an increase in attainment for those attending breakfast club		

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
	Teacher	14.08.2024	20.12.2024	0 years 4 months
	Walking bus and breakfast club support	14.08.2024	31.03.2024	1 years 2 months *NB – timesheets completed, not contracts
				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 checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" 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 type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details		Carry Forward 2023 - 2024	PEF Allocation 2024 - 2025
Breakfast Club/Walking Bus	£2320.00	£ 0	£ 12250
Sumdog	£375.10	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	Final spend (End of Session) Identify any significant changes in expenditure.

Primary Maths Subscription	£125.00	£	£
PUMA Maths Assessments	£1200.00		
PIRA Reading Assessments			
Pupil Support Teacher	£4753.00		
Literacy resources: Read Write Inc resources for P1-3 5 minute Literacy Box	£2500		
UNSPENT	£22.47		