



| Section 1: School Information and 3 Year Improvement Plan Priorities | |
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| School/Establishment | Milngavie Primary School |
| Head Teacher | Garry Graham |
| Link QIO | Karen Oppo |

| School Statement: Vision, Values & Aims and Curriculum Rationale |
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| <p>At Milngavie Primary School and Early Years Centre we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community.</p> <p>Vision, Values and Aims: http://www.milngavie.e-dunbarton.sch.uk/school-info/thematic-overviews/</p> <p>Curriculum Rationale: http://www.milngavie.e-dunbarton.sch.uk/media/15536/milngavie-ps-curriculum-rationale.pdf</p> <p>School Charters: http://www.milngavie.e-dunbarton.sch.uk/school-info/thematic-overviews/</p> <p><u>Our Motto:</u> <i>Fide et fortitudine</i></p> |

| | Looking Forwards – 3 Year Improvement Plan Priorities | | |
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| | Bullet point key priorities for the next 3 years | | |
| Session | 2023/24 | 2024/25 | 2025/26 |
| Priority 1 | Improving our Schools | Learning & Teaching: Pedagogy/Moderation | Learning & Teaching: Pedagogy/Moderation |
| Priority 2 | Oral literacy/Talking and Listening | The Curriculum: Pupil Enquiry Based Learning | The Curriculum: Pupil Enquiry Based Learning |
| Priority 3 | Pupil Support and Wellbeing | Sustainability: Social Subject review | Sustainability: |



| Section 2: Improvement Priority 1 | |
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| School/Establishment | Milngavie Primary |
| Improvement Priority 1 | <p>'Improving our Schools'</p> <p>Raising attainment through high quality learning, teaching and assessment</p> |
| Person(s) Responsible | <p>As Curriculum Lead, the Principal Teacher, Mrs Caroline McElney, will manage the planning and organising associated with this project. This will include monthly assemblies which will allow staff time to undertake professional reading, documentation of information and time for collaborate discussions between staff and the HT/DHT as well as collegiate sessions in staff groups.</p> <p>The DHT, Tracy Stilwell will ensure the strategic overview of the programme and will be responsible for ensuring that appropriate data is collected and effectively analysed by staff to impact change.</p> <p>HT will be provided with progress reports and will take part in trio observations and support and challenge meetings with groups of staff as part of the overall assessment of impact and evaluation of progress.</p> |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
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| <p>Delete / copy as required</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all</p> | <p>Delete / copy as required</p> <p>teacher professionalism</p> <p>curriculum and assessment</p> <p>school improvement</p> | <p>Delete / copy as required</p> <p>QI 1.3 Leadership of Change</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p> | <p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English</p> <p>Improvement in attainment in numeracy and Maths</p> <p>Closing the attainment gap between the most and least disadvantaged</p> |



| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| Whole school involvement in IOS (including Early Years Teacher). Class teachers responsible for developments and improvement in their class. | West Partnership Training: Whole School Improving our Classrooms Materials 15 Collegiate hours (Flexibility as required) INSET Days: 3 of the 5 will focus on IOS 20 pro rata hrs Individual CLPL from 35-hour allocation Whole School SLT Journal (QA) Class Teacher Journal Pre and Post Webinar Discussions Recorded Webinars Discussion Forums Trios – collaborative discussions. West Partnership IOC training materials Staff Meeting/Curriculum Development Sessions – as WTA | Pupil engagement is more of a priority. SLT will feedback progress to Parent Council and will discuss how any findings may influence PEF spend for upcoming sessions. |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| Professional Reading Webinars – all provided by West Partnership | Consistency of approach will support equity of delivery in learning and teaching. | Professional Reading Materials - £500 |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
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| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Eight sessions will be undertaken over the course of the session with flexibility built in to respond to the decant. | Following of the West Partnership Whole School Improving our Schools Model. Eight training webinars from Improving our Schools Model Lead | On-going reflection/discussion. Targets set and monitored. Quality Assurance calendar will provide a means of assessing progress. | Planning meeting August In-service day 2. 15.8.23 PT provide trios and link SLT; to provide plan for dates over the session to complete | |



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| | by SLT – supported by West Partnership IOS leads | Baseline assessments used in curricular area identified – reading/writing/numeracy Trio visits – moderating aspects of highly effective practice. | tasks inc. WTA meetings/Assembly | |
| <p>Staff will engage in the webinars, using these as a basis for professional dialogue and discussion.</p> <p>Staff will spend time reviewing the IOS materials and comparing to their own classroom practice. All staff will determine a focus area for professional enquiry. (using IOS model)</p> <p>Using whole school data, SLT will identify specific areas across the</p> | <p>Continuation of Webinars (dependent on refurbishment)</p> <ul style="list-style-type: none"> • <i>Effective Questioning, Active Learning and Reviewing & Connecting the Learning</i> • <i>Feedback, Dialogue and Learning Conversations</i> • <i>Effective Pace of Learning</i> • <i>Metacognition</i> <p>Analysis of whole school data through all 5 lenses to identify trends, patterns and any attainment gaps.</p> <p>Data informed tracking meetings with all staff (Fact Story Action approach)</p> <ul style="list-style-type: none"> • Class Analysis - Understanding the barriers to learning and 'The Gap' in our classrooms • Analysis of baseline assessment - understanding the | <p>Pre and post webinar activities recorded in journals.</p> <p>Professional discussions in trios.</p> <p>Review after every session.</p> <p>HT and DHT complete Whole school journal to record progress.</p> <p>DHT PT Trio discussions</p> | <p><u>7 dates:</u></p> <ol style="list-style-type: none"> 1) Sept 2) 13.10.23 3) Nov 4) Jan 5) 14.2.24 6) March 7) 2.5.24 <p>16.8.22</p> <p>Dates August and early Sept: Assembly Calendar</p> | |



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| <p>school where further improvement in Literacy and Numeracy can be made.</p> <p>Staff will undertake baseline assessments as their starting point. All staff will discuss their proposed model for tracking change with PT/DHT.</p> <p>All staff will complete the Audit tool as part of their area of focus.</p> <p>Using allocated time, all staff will undertake professional reading related to their focus area.</p> | <p>barriers to learning and 'The Gap' in identified curricular area</p> <p>Teacher self-evaluation</p> <ul style="list-style-type: none"> •Reflection activity on teacher's own knowledge and behaviour to establish a baseline of teacher skills •Teachers carry out pupil audit with class to establish a baseline in relation to feature of highly effective practice <p>Professional reading</p> <ul style="list-style-type: none"> •Teachers engage with selected professional reading around identified feature(s) of highly effective practice. •Reflective questions to consider impact on teaching and learning. | <p>Tracking meetings</p> <p>Trio visits</p> | <p>Term 1 2023/4</p> <p>Completed by October and discuss during In-Service</p> <p>Complete tasks throughout 2023/4</p> <p>SLT discussions completed by mid-October</p> | |
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| | | Pupil / Teacher audit of identified aspects of highly effective practice Tracking – Learning and Teaching meetings following Fact Story Action Approach | Throughout session – linked to test of change. | |
| <p>All staff will engage in professional dialogue.</p> <ul style="list-style-type: none"> Using the peer moderation model already agreed, staff will work collaboratively (trios) to review practice and support each other in meeting targets and objectives. | <p>Identify focus group for intervention</p> <ul style="list-style-type: none"> Use of baseline assessment data for identified curricular area to formulate focus groups and identify challenges and barriers to learning to support teacher planning. <p>Triangulation of evidence to establish a baseline</p> <ul style="list-style-type: none"> Quantitative Data Qualitative Data – Observations Qualitative Data - People's Views <p>Professional Reading</p> <ul style="list-style-type: none"> Teachers engage with selected professional reading around feature of highly effective practice. Reflection on effectiveness of strategies selected to support intervention to raise attainment in identified curricular area. | <p>Baseline assessments</p> <p>Pupil views</p> <p>SLT data</p> <p>Class observations</p> <p>TRIO discussions</p> <p>Pupil conversations</p> | <p>In-Service days</p> <p>3 dates:</p> <ul style="list-style-type: none"> 15.10.23 14.2.24 2.5.24 <p>4 additional dates as outline on assembly calendar.</p> <p>Collaboration with Craigdhu Primary (spelling model)</p> | |
| On collating IOS data staff will identify the focus of their Professional Enquiry and implement the test of change. | Implementation of intervention to raise attainment for focus group | Staff will complete IOS proformas to track and monitor improvements over time. | Year two commences term 1 2023 | |



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| | Peer observations in Trios to take place | Principal teacher will provide a framework to allow cover for trios to meet and engage in professional dialogue. | | |
| | <p>Triangulation of evidence to establish an exit assessment:</p> <ul style="list-style-type: none"> • Repeat teacher audit – reflection activity on teacher knowledge and skills in identified feature of highly effective practice • Repeat pupil audit - reflection activity on pupil knowledge and skills in identified feature of highly effective practice • Repeat assessment for identified curricular area • Observations and learning conversations • Conclusions & Summary • Reflection activity to conclude using Fact, Story, Action approach to evaluate and to plan for next steps in learning for targeted pupils. | <p>Teacher Metacognition Audit Pupil Metacognition Audit Assessment information</p> <p>Tracking meetings</p> <p>Trio meetings and observations with SLT assisting</p> | Linked to test of change activities and dates outlined above. | |
| On-going dialogue and engagement with IOS programme will allow all staff to track and monitor progress and impact of the test of change. | <p>Quality Assurance – observations</p> <p>Quality Assurance – SLT Learning Conversations</p> | <p>HT DHT PT Trio discussions and class visits</p> <p>Tracking meetings</p> | TRIO observations/ feedback/ discussions throughout session | |



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| | Quality Assurance – see monitoring calendar | Class observations/Jotter monitoring | | |
| Features of a 'good' lesson. | WAGOL (What a Good One Looks Like - example in Plan Bee - https://planbee.com/pages/wagol) Links to former work on Consistency Visual to encapsulate a good lesson at MPS bringing in elements so far covered in IOS. | | | |



| Section 2: Improvement Priority 2 | |
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| School/Establishment | Developing Oral Literacy Skills |
| Improvement Priority 2 | |
| Person(s) Responsible | Literacy Champion working in collaboration with Class Teachers. |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
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| Delete / copy as required | Delete / copy as required | Delete / copy as required | Delete / copy as required |
| Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all | parent / carer involvement and engagement school improvement school leadership | QI 1.3 Leadership of Change QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support | Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Improvement in employability skills and sustained, positive school leaver destinations for all young people |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| Literacy Champion leading aspects of this development Teacher collaborative groups sharing good practice Pupil writing trios | Milngavie Oral Literacy Framework/Guidelines Covering a range of genres Oral literacy Assessment grids Class visits – IOS trios | Learning Journals. Twitter. Parent feedback (Forms available to complete at Pupil Progress Meetings. |

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| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
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| Teachers collaborative professionalism Professional Reading e.g. Pie Corbett, Noella MacKenzie, Shirley Clarke, Dylan Williams – linking with PM writing | Support Staff assigned to meet pupil need as required and in response to data gathered Class teachers/SLT/pupils visits to other schools | PM Oral literacy: £1314 Life Skills: (£200) Primary Picture Resource (£200) Laptop Bus – for specific barriers to learning. (8604) |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|---|---|--|--|----------|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Programmes and Guides: Ensure that all children have access to an appropriate skills based learning programme to develop their oral literacy skills in a range of contexts. | PM Oral literacy skills programme to complement PM writing £1314 Work with partners in West Lothian to ensure a consistency of approach is applied across the school, complementing the PM writing programme, whilst allowing for IDL opportunities. Talking and Listening planners and assessment trackers | Complementing our PM writing, PM Oral literacy will ensure all children have access to a more a more skills based, progressive programme of learning, integrated into the learning process. We will source or develop a format for staff to follow to ensure a consistency of approach. Planning and Assessment Progress and Achievement on Seemis | Start September 23. Curriculum development teams in WTA. | |
| Learners will benefit from a clear, progressive and consistent whole school approach to developing oral literacy skills | Refresh staff understanding of the effective learning & teaching approaches including teacher feedback and metacognitive strategies; how to plan, monitor, and evaluate talking and listening, | Evaluative dialogue with staff Learners' writing and assessed pieces against criteria Moderation approaches to be discussed | August 2023-June 2024 Tracking: Nov to start 2023, | |



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| | through professional reading and dialogue. | | | |
| Learners' oral literacy skills will develop through continued practice, applying a range of genres with detailed success criteria | Staff to build up an oral literacy skills bank/wagoll/SC for a range of oral literacy experiences at all levels. | Learner's oral literacy skills demonstrated across school using a range of genres | Ongoing from August 2023 Linked to WTA | |
| Learners oral literacy skills will be developed further through effective contexts and approaches | Teachers continuing to build storytelling, drama, talking and listening and writing into IDL. | Ongoing formative assessment | Ongoing from August 2023 | |
| Learners will benefit from very effective learning and teaching, informed by assessment through professional reflective dialogue | Plan collaborative professionalism opportunities for teachers to reflect on the Oral literacy process/framework. | Moderation/professional dialogue Teacher collaborative groups & class visits as part of trios Pupil voice: pupil focus groups and glow forms | Collegiate sessions: In WTA | |
| Learners attainment and achievement will be raised through teachers ongoing professional development linking theory to practice | Support teacher's ongoing professional learning development needs in relation to the teaching of oral literacy skills. | Teacher's personal reflections and impact Forward planning dialogue Collaborative teacher groups Class visits | On-going PRD | |
| Learners will make very good progress with their writing through teachers effective use of the moderation cycle & metacognition | Assessment of oral literacy skills development. Moderation approaches discussed. Pupils are taught to use metacognitive strategies to self-assess their writing. | Writing assessment grids Samples of writing Teacher judgement based on samples Pupils self-assessment & next steps | Tracking and Monitoring Calendar. Collegiate sessions: In WTA | |
| Almost all pupils will be on track with their Talking and Listening | Class teachers use Digital Tracker to record and monitor termly progress in writing. | On-going termly tracking discussions Planning and Assessment Progress and Achievement on Seemis | Tracking: Nov 2023, Mar & June 2024 Updating Progress and Achievement records | |



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| Life Skills: To ensure that all children who require an alternative curriculum have opportunities to succeed, with a specific focus on pupil verbal interactions in real life contexts. | ASDAN Life skills packages £500 Strategy Paper Progression framework Scottish Online Lessons (SOL) £200 | All identified pupils engaging with the ASDAN/SOL programmes. All teachers of identified children using the planners to ensure a consistency of approach and feeding back to SLT during teaching and learning meetings. | Position Statement to be issued for review Sept 23. Assigned to key staff Sept 23 and monitored throughout session | |
| Debating: Ensure all children have access to the development of a progressive skills framework to prepare them for engagement in a range of situations, be that personally, in their learning or socially. | Strategic Paper including progression framework Primary Picture Resource (£200 PEF) | All teachers provided time to review the paper and suggest amendments. On finalising, all relevant teaching staff use the framework as a guide to ensuring a consistent approach to planning for and the execution of this curricular area We intend to see increased engagement in pupil opportunities such as 'The Thing' and the Captains' speeches, with more structured presentations at these events. | Collegiate sessions: In WTA (Curriculum Development) Position Statement to be issued for review Sept 23. | |
| Learners will learn new knowledge and skills, develop new understanding of concepts, draw on prior knowledge, understanding and skills and transfer and apply that collective knowledge to new topic areas or other areas of learning | Teachers plan oral literacy experiences within relevant and motivating contexts. | Forward planning dialogue meetings Oral literacy/Talking and Listening assessments Class observations and discussion with pupils | Aug 23 – June 2024 | |
| Learners will have increased voice in their learning and will be given opportunities to lead aspects of their own learning through well-planned Oral literacy experiences | Teachers will include opportunities for pupil voice within the planning of oral literacy experiences, including responsive planning and provide | Pupil focus group Forward plan dialogue SLT & CT Sharing the learning with peers & parents | On-going | |



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| | opportunities for pupils to lead their own learning. Learning will be celebrated and shared with peers and parents. | | | |
| Supporting learners with specified barriers to learning: As we continue to work through a range of dyslexia profiles we are able to better target those children who require intervention. This session we should be able to offer all children identified, as well as those going through and EDC SLD profile, with the necessary digital learning required to help them access the curriculum fully. | Learners will have access to a laptop bus with 20 laptops to ensure that there is access for all pupils to the entirety of the curriculum. | All diagnosed children will have access to their own laptop. We will track all pupils to assess their performance over time, looking particularly at their SNSA or GL scores, their class assessment data during teaching and learning meetings as well as professional judgement. We will also specifically review pupils research and presentation skills in the upper primary. | On receipt of goods we will issue to pupils with a diagnosis. | |
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| Section 2: Improvement Priority 3 | |
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| School/Establishment | Milngavie Primary |
| Improvement Priority 3 | Support and Wellbeing |
| Person(s) Responsible | Health and Wellbeing Champion and SLT |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
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| Delete / copy as required | Delete / copy as required | Delete / copy as required | Delete / copy as required |
| Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre | curriculum and assessment school improvement school leadership | QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement QI 3.1 Wellbeing, equality & inclusion | Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Placing the human needs and rights of every child and young person at the centre of education |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| Staff will engage in CPD to ensure that they have the appropriate skills to meet pupils' needs. Staff will undertake EDC leadership and Into Headship to enhance and support these interventions. STAFF | Availability of staff to backfill. Access to additional LIAM training. | ASN lead will continue to work closely with all families where targeted support is being offered. |



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| <ul style="list-style-type: none"> https://professionallearning.education.gov.scot/learn/supporting-workforce-wellbeing/ https://education.gov.scot/improvement/support-for-the-education-workforce-during-covid-19/support-for-senior-leaders/ <p>Whole School</p> <ul style="list-style-type: none"> https://www.gov.scot/publications/whole-school-approach-mental-health-wellbeing/documents/ | | |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| <p>Health and well-being Champion will lead on the strategic vision and consolidating a robust framework for Health and Wellbeing provision at MPS.</p> <p>Staff member, Sarah Ainsley, will undertake external training e.g. LIAM when authority is granted by the CEO</p> <p>Staff member, Wendy Wilkinson, leading all aspect of digital support.</p> | <p>Additional staffing will allow us to be more responsive in meeting pupil needs as they arise and provide the flexibility to tailor responses as required.</p> | <p>LG £4104 SA £4104</p> <p>Direct staff intervention £8500 est. allowing an extra day for flexibility/collaborative working.</p> |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
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| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | |
| Learners will be supported to improve their emotional literacy and engagement in school life | <p>Staffing, using PEF funding, will allow us to:</p> <ul style="list-style-type: none"> Increase the amount of time directed to the LIAM programme Dovetailing specific interventions to meet the needs of pupils, individually or at class level, building on the work | <p>Evaluate interventions of individuals and small groups of pupils.</p> <p>Track pupil's through pre and post engagement in targeted</p> | On completion of LIAM training, we will provide additional slots for pupil interventions. | |



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| | <p>being undertaken by the counselling team as deemed appropriate</p> <ul style="list-style-type: none"> Continue to undertake whole class interventions in P6 and P7 to support transitions. | <p>interventions, such as LIAM. Information will be gathered from staff about pupils' resilience to deal with situations having been through the programme and regular check ins will take place to monitor how children are applying the strategies in different contexts.</p> <p>Pupils engaging in Counselling will be monitored in the same way. Any suggested follow up will be executed with support from Ed Psych as appropriate.</p> | <p>We will set out a plan for supporting P6/7 transition with Lifelink at the start of the session.</p> <p>We will incorporate Clare McRobbie to enhance the provision of building emotional literacy once the aforementioned has been agreed.</p> | |
| <p>Learners will benefit from a staff member having dedicated time to focus on aspects of well-being that can be implemented to meet their individual or collective needs using the resources identified as part of the cycle of wellbeing.</p> | <p>Cycle of wellbeing: https://education.gov.scot/improvement/learning-resources/the-cycle-of-wellbeing/ Support materials underpin each of the eight areas.</p> | <p>Teacher responsible will collate information as they progress through the themes, using the frameworks and toolkits in the Education Scotland pack. This will determine where we focus our resources, including staff, each session.</p> | <p>Head Teacher will meet with staff member at the start of each block to plan activities to be undertaken. This will start Aug 23rd</p> | |
| <p>Using Digital Literacy to ensure that we support all children, especially those with additional needs, to ensure that they have the required materials and skills to access all areas of the curriculum safely.</p> | <p>Cyber Resilience and Internet Safety (CRIS) as part of Digital Wellbeing Award</p> | <p>Teacher responsible will: establish procedures to support digital wellbeing for staff, pupils and parents: use dedicated lessons to convey how children manage information safely and securely; undertake specific interventions for pupils requiring additional support with life skills or on an alternative</p> | <p>Teacher responsible will create a plan in August 2023 to be executed throughout the session with all stakeholders.</p> | |

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| | | curriculum, including milestones to support learner’s with complex additional support needs. | | |
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| Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3 | | | | | |
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| Outcomes/Expected Impact | Tasks/Interventions | Resources | Measures | Timescale(s) | Progress |
| Outcomes for learners; targets; % change | Health & Wellbeing, Literacy and Numeracy interventions for identified groups | Identify PEF allocation, staffing and resources that will be procured to support | Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | Identify progress and impact in narrowing the PRAG |
| All learners will have access to a high equality resource to support their learning in the STEM subjects. | Tig Tag on-line supported by specialist science teacher and sustainability lead. | Tig Tag £345 | Specialist teachers tracking and assessment results will be analysed to track pupil performance. | Accessed all year and evaluated by the Science teacher every session to ensure still the most effective medium. | |
| All learners with a dyslexia/dyscalculia diagnosis will have access to a laptop and appropriate resources to allow them to access the curriculum more equitably. | Digital learning will support pupils in developing their literacy and numeracy skills. | Digital Learning £7280/£1339 C-pens £500 | Using the school's whole school attainment tracking information, we will track specific pupil's progress over time. This data will influence next steps as well as future interventions. | Products arrived June and being configured from 13.6.23 so available to distribute to all those requiring individualised support from August '23. | |
| Learners will make very good progress with their oral literacy skills through teachers effective use of the moderation cycle & metacognition | All learners will engage in a progressive approach to building capacity in the skills associated with talking and listening. | PM Oral literacy £1314 | A talking and Listening assessment tracker will be used to track pupils progress against key Benchmarks in learning. This will be discussed as part of on-going teaching and learning meetings. | October 2023 | |



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| Staff will have greater access to ICT to communicate learners' progress in their attainment and achievement. | Additional ipads to liaise with parents through learning Journals. | EYC £1500 | Parental feedback is clear that the use of learning journals is an excellent platform to see how pupils are progressing and to share information, including achievements outwith the EYC. | On arrival – predict July 2023. | |
| Staff will deliver researched programmes to support the development of learner's skills, attitudes and aptitudes, to equip them to engage more fully in the learning process. | Staff will support individuals and groups identified as requiring intervention, be that with a specific approach e.g. trauma informed practice, or working with groups or classes e.g. transition work across P6&7. | Staffing £8500 | Professional dialogue and Teaching and learning meetings. Class observations and discussion with pupils. School attainment tracker and Progress and Achievement data on Seemis. | Commences 16.8.23 | |
| All learners will have the same opportunity to experience a residential programme of learning, and the associated development of skills and capacities associated with this. | Pupils with an entitlement to FME will be provided with the funding to cover the cost of the residential experience and any associated costs as appropriate. | Auchengillan £910 | observations and discussion with pupils. Feedback questionnaire designed and issued using forms. | 11 th to 15 th September 2023 | |
| Progress of the school's performance through monitoring and self-evaluation | Staff will become part of working parties reviewing the school's strengths and areas for development and uploading key evidence and information onto the iabacus site so that we have a more robust approach to our | iAbacus Self Evaluation £995 | WTA agreement. In-service day planners. The SLT will engage with these groups and monitor the progress of information gathering and qualitative | Continue through session with staff taking the lead of different areas of self-evaluation as per the Working | |



| | leadership of, and engagement with, self-evaluation over time. | | statements used in the process. | Time Agreement calendar. | |
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| Learners requiring alternative provision will have a range of resources to meet their specific requirements. | Staff will spend time becoming familiar with the resources that can best support the learners who require an alternative curriculum. | Scottish On-line lessons £220 | Attainment tracker and Progress and Achievement data on Seemis. Professional dialogue and Teaching and learning meetings. | Will be included in teachers planning for children requiring individualised learning programmes from August '23 | |
| Learners will be provided with art therapy experiences, designed by experts in the field, to support their emotional wellbeing and improve pupil engagement and interaction. | | Art on-line resource £1105 | Specialist teacher role will establish how to gather and use assessment data. | Resource has been trialled by staff and will be implemented from August '23. | |
| Life skills pack:- Pupils requiring alternative provision will have a range of resources to meet their specific requirements. | Staff will spend time becoming familiar with the resources that can best support the learners who require an alternative curriculum. | Life Skills £500 | Professional dialogue and Teaching and learning meetings. Attainment tracker and Progress and Achievement data on Seemis.. | Staff will review the materials and once agreed will trial with pupils. Will be integrated into teachers planning by January '24 at the latest. | |
| To provide pupils with emotional and wellbeing issues with 1:1 therapeutic, child centred approach to counselling to support early diagnosis and intervention. This is underpinned by an informed understanding of the potential impact and | A staff member will lead on Health and wellbeing using the 8 principles of the cycle of well-being. | Mindfulness and transitions £540 | Professional dialogue and Teaching and learning meetings. Attainment tracker and Progress and Achievement data on Seemis.. | We await confirmation to see if we are part of the next phase of training in September '23. | |

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| value of the interaction involved | | | | | |
| Contingency | Meeting unknown spends as a result of PRAG/cost of the school day. | £1022 | Will be determined by context. | Will respond as situations arise. | |

School PEF allocation 23/24: £25,725_____Total PEF allocated in SIP £_25,725_____ Underspend: £0_____