

St Francis RC Primary School Improvement and PEF Plan 2023 - 2024

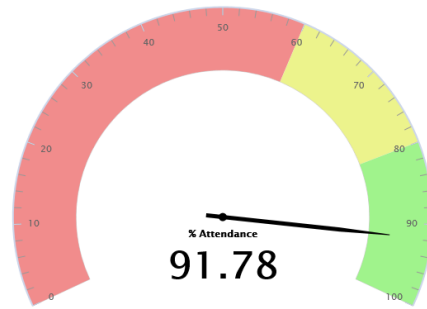


School Context as at 28th Sept 2023

School Roll



School attendance



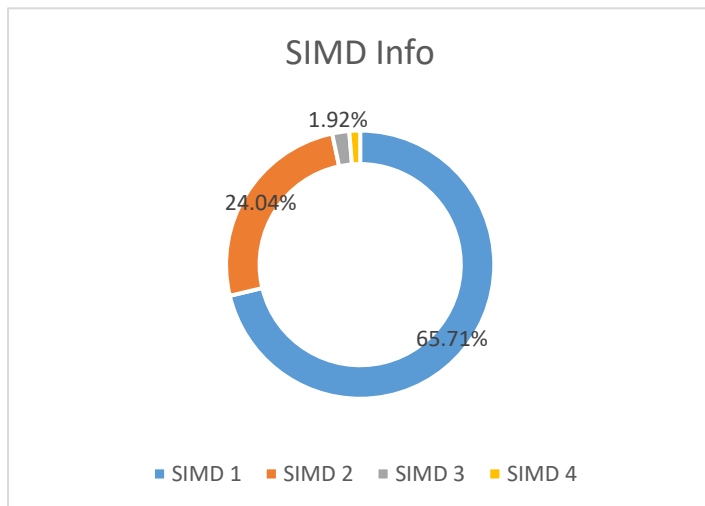
Percentage ASN



PEF allocation



SIMD profile





Presence

- To embed our revised **Relationship Framework**
- Improve **attendance** - %
- Introduce approaches to ensuring **wider achievement opportunities** for all

Participation

- Develop our approaches to listening to **Pupil Voice**
- Develop our approaches to **learning & teaching** using **digital tools** to enhance learners experience
- Continue to develop our learning and teaching experiences: **differentiation, retrieval practice, feedback**

Progress

- Continue to ensure and improve our **universal, additional and targeted support**
- Develop our approaches to **writing to improve attainment** and **ensure progress**

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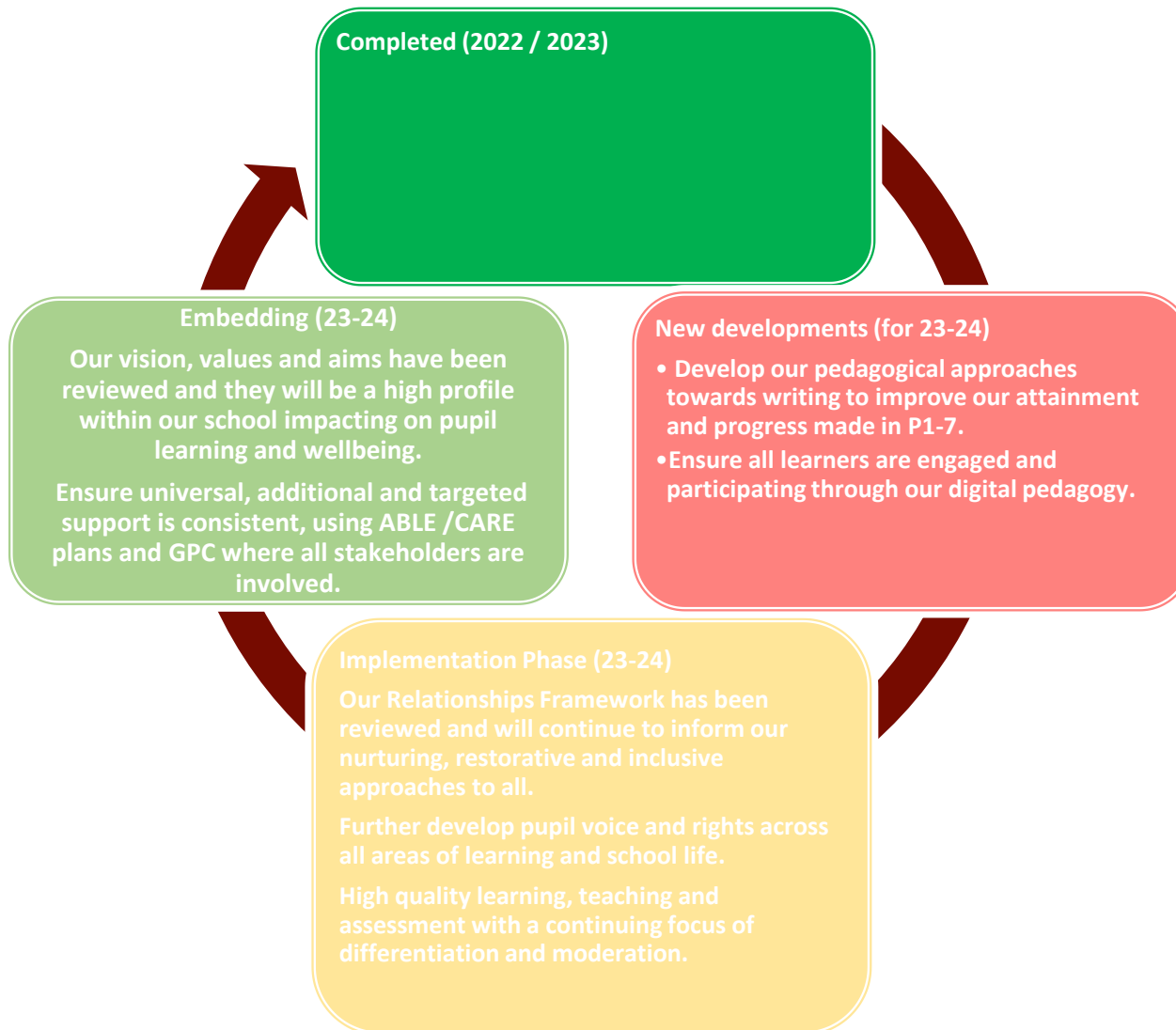


Our Vision:
'To Get it Right for Everyone'

Our Values:
Love, Trust, Kindness, Happiness

Our Aims:

- 1. We aim to provide all learners with opportunities and experiences so that they recognise and achieve their potential.*
- 2. We are committed to creating an environment which is inclusive, nurturing and underpinned by the teachings of Jesus.*
- 3. We will work in partnership to ensure children feel safe, valued and respected and experience success in their journey.*



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SCHOOL VERSION	
SIP Priority 1	Develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.
Specific area for improvement	- Consistency of writing across all classes, attainment in writing
PEF Equity Gap – add attainment	- Current attainment: Writing P1, P4 P 7: June 2023 data- P1- 71%, P4- 69% and P7- 79%

<p>NIF PRIORITY</p>	<p>EDLM PRIORITY</p> <p>Progress</p>	<p>PEF (where applicable) <i>Intervention for equity & cost</i></p> <div style="border: 2px solid green; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> - PEF Teacher: £40,000(to check 0.7) - Clicker £3326 - Support Staff £45,000 </div>	<p>HGIOS QI</p> <p>2.3, 3.2, 1.2, 2.2,</p>
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Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
<p>-Develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.</p> <ul style="list-style-type: none"> - CLPL- differentiation in 	<p>Baseline:</p> <ul style="list-style-type: none"> - SSE from 22/23 - Staff and pupil survey- August - Pupil Focus Group- September 	<p>SLT SIG Randomly selected pupil focus group (ULTA focus) Class teacher leads (Francine)</p>	<p>Term 2 Dec 2023</p> <ul style="list-style-type: none"> - Link to baselines- SE https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=8ivvw5gTK0G4147RiS-LITXLaANpFJEPhZDFmClnxtURDZGWkRBNIrcVEINM0hUTURHQhDODY1Ny4u&Token=2d8d4a51770e463db10df690cddb95b8 - https://forms.office.com/Pages/DesignPageV2.aspx

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<p>writing</p> <ul style="list-style-type: none"> - Assessment and moderation of writing <p>Empower staff leadership roles within writing.</p> <p>-SI group lead by staff on feedback, pupil voice, progression within genres</p> <p>-Writing interventions using class teachers, raising attainment teacher and support staff.</p>	<ul style="list-style-type: none"> - June 2023 data- P1- 71%, P4- 69% and P7- 79% -Combined 73% - PRD information across teaching staff 2022-23 <p>Measurement:</p> <p>Pre and post surveys (pupils and staff)</p> <p>Pupil focus groups P1-7</p> <p>Learning walks</p> <p>PSV's (SLT and peer)</p> <p>CAR – SIG evidence</p> <p>Attainment in writing</p> <p>School moderation</p> <p>HGIOS Challenge Questions:</p> <ul style="list-style-type: none"> • <i>How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?</i> • <i>Do we have a shared understanding of what progression looks like?</i> • <i>How well are our approaches to raising attainment improving outcomes for children and young people?</i> <p>Intended Impact:</p> <p>Writing data 73% - to increase to 76%</p>	<p>Williamson & Claire Howie)</p> <p>QAMSO lead (Megan Cooper & Keri Rice)</p> <p>Pedagogy Team (Jody Barclay)</p>	<p>?subpage=design&FormId=8ivvw5gTK0G4l47RiS-LITXLaANpFJEPhZDFmCinxUNEzOZEGMDM2UDJLQUU5MEQ1V1BUQU5DRi4u&Token=ed673bbd84a44502ba5e55fd4605c3aa</p> <ul style="list-style-type: none"> - Pedagogy Team have delivered training on differentiation & retrieval practice – further training planned within QA calendar - Ped Team – pupil focus groups - Moderation of writing jotters : SLT - PSV x in Dec, carried over to Jan 2024 - SIG groups started Nov Inset – see individual CAR - Campus moderation of writing - School moderation of writing using new Scottish criterion scale - Attainment meetings have focused on writing however further work in Jan will be required to develop this in line with PEF. - Nov predictions are on track to achieve stretch aim - Term 3 – SLT to continue to
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	by 2023-24 (accurate, robust evidence and quality assured) Increased teachers' confidence and consistency of approaches.		monitor what writing looks like across P1-P7 and impact of interventions.
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SCHOOL VERSION

SIP Priority 2

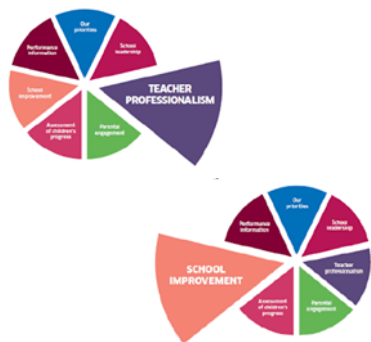
Engagement and participation from all learners.

Specific area for improvement

Digital, Learning & Teaching (Differentiation), Good Practice Checklist

PEF Equity Gap (if relevant)

NIF PRIORITY



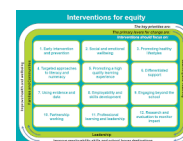
EDLM PRIORITY



**Participation
Presence**

PEF (where applicable)

Intervention for equity & cost



- **Digital devices - £15,000**
- **Digital interventions – Lexia, SumDog, Clicker, - £3641**
- **Support Staff – see above**

HGIOS QI



2.3, 3.2, 2.4

Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
<p>Ensure all learners are engaged and participating through our digital pedagogy.</p> <p>Ensuring all staff develop their digital skills and confidence to</p>	<p>Baseline:</p> <ul style="list-style-type: none"> - SSE from 22/23 - Pupil Focus Group- September - PRD information across 	<p>SLT Digital Lead Kim Low DCC Digital Learning and Technologies (ESO Jenni Mackay) Class teachers</p>	<p><u>Term 2 Dec 2023</u></p> <ul style="list-style-type: none"> - Link to baseline- https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=8ivvw5gTK0G4I47RIS-LiTXLlaANpFJEpHZDFmClnxtURDBLQUFPWkZGWjRYTDBMOU1OOFJGQktSQy4u&Token=8564305cb24144ddb1a900d8a59f6946

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<p>enrich the planned learning experiences.</p> <ul style="list-style-type: none"> - CLPL- the use of ICT to enhance learning, teaching and assessment (Seesaw, digital literacy, use of ipads) - CLPL- upskilling digital skills and confidence within staff (Kim Low) - Digital lead and digital team action plan- Kim Low - Digital programmes to support interventions- Lexia, Clicker, ipads/laptops (independent learners), Sumdog, Seesaw... 	<p>teaching staff 2022-23</p> <ul style="list-style-type: none"> - Learning walks - Leuven scale <p>Measurement:</p> <ul style="list-style-type: none"> - Pre and post surveys from staff - Learning council feedback - Action plan reviews and targets - Pupil focus group Jan and June - Likely/Unlikely- progress within Lexia, Sumdog and Clicker data <p>HGIOS Challenge Questions:</p> <p><i>How well are learners enabled to select and make use of high-quality digital technologies?</i></p> <p><i>How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</i></p> <p><i>How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</i></p> <p>Intended Impact:</p> <p>Increased teachers confidence in the use of digital technology</p>		<ul style="list-style-type: none"> - Jenni Mackay x 1 CLPL – further training organised QA calendar - Kim Low (Dig Lead) x 1 CLPL , optional drop-ins, bespoke individual supports - Dig schools award planning and implementation ongoing - All staff trained in Clicker and one SIG focusing on Clicker. - Pupil Digital team created - Seesaw Policy development and requires review 2024 - All above progress and ongoing – Term 3 to enable staff to explore and develop confidence in new IT developments and expectations - Term 3 – SLT to continue to monitor what digital looks like across P1-P7 and impact of interventions using Lexia, Sumdog and Clicker – link to PEF
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<p>High quality learning, teaching and assessment with a continuing focus of differentiation and moderation.</p> <ul style="list-style-type: none"> - Continued CLPL on differentiation. - Moderation sessions exploring differentiation at the planning stage. - Attainment and planning meetings- focus on differentiation, ABLe and GPC. - EDLM project 	<p>Meeting the needs of all our learners with the use of digital pedagogy. Increased participation and presence of all children in learning</p> <p>Baseline: SSE PSV evidence 2022-2023 PRD information 2022-2023</p> <p>Measurement:</p> <ul style="list-style-type: none"> - Pre and post surveys from staff - Learning council feedback - PSV - Learning Walks - Attainment and intervention meetings - Evaluations in ABLe and planning documents. - Progression within our ULTA. <p>HGIOS Challenge Questions:</p> <ul style="list-style-type: none"> - <i>How good is our understanding of differentiation?</i> - <i>Do staff use a range of approaches that meet the</i> 	<p>SLT QAMSO (Megan Cooper & Keri Rice) DHT of Pedagogy Team (Jody Barclay) Class teachers Support staff DEPS</p>	<p>See above re. differentiation</p> <p>Attainment meetings have focused on differentiation, ABLe and GPC – see link to examples: https://liveeadundeecitysch.sharepoint.com/:w:/s/StFrancisSLT/ERT-6t8buAtGlkV5FFmj11EBwRqiFKGskF195foIVGzVug?e=pf86jl P3 Attainment meeting https://liveeadundeecitysch.sharepoint.com/:b:/s/StFrancisSLT/EULLxGLK-hA1CkgptyvoxobABHMMYSyF-BnIOF1U6DUop0Q?e=VECJzd – P6/5 Planning meeting</p> <p>PSV focus on differneation throughout the year – see link https://liveeadundeecitysch.sharepoint.com/:b:/s/StFrancisSLT/ESoz3kU-jQ1NhN7m-Owt_nsByEgVCZTOviOIOn-</p>
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	<p><i>needs of all learners?</i></p> <ul style="list-style-type: none">- <i>How well are we removing barriers to learning and ensuring equity for all.</i> <p>Intended Impact: Increased teachers understanding and purpose of differentiation. Closing the gap and raising attainment in literacy and numeracy with learners at the centre.</p>		<p>VNv8eVg?e=Su5uvP – PSV template from Sept 23 https://liveadundeecitysch.sharepoint.com/:w:/s/StFrancisSLT/EUi0qcQsJI9Plg-078U0CpAB-TSBzb3jEz6ZK6hvNVn50Q?e=F9E4Ua – PSV template/ Dec/Jan (add one when completed)</p> <p>See EDLM padlet link for update (Dec 2023) St Francis RC Primary School- Every Dundee Learner Matters (padlet.com)</p>
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SCHOOL VERSION	
SIP Priority 3	Our learning community - developing our shared and ambitious vision and strategic planning together
Specific area for improvement	VVA, Relationships for wellbeing and behaviour framework, Self-evaluation, Pupil Voice
PEF Equity Gap (if relevant)	

<p>NIF PRIORITY</p> 	<p>EDLM PRIORITY</p>  <p>Participation</p>	<p>PEF (where applicable) <i>Intervention for equity & cost</i></p> 	<p>HGIOS QI</p>  <p>1.3, 3.1, 2.4</p>
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Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Timescale	Progress
<p>Our vision, values and aims have been reviewed and they will be a high profile within our school impacting on pupil learning and wellbeing.</p> <ul style="list-style-type: none"> - Link our VVA with our UNCRC action plan - Use our VVA to celebrate success and achievements. - Extend our VVA to our wider community, developing our focus 	<p>Baseline:</p> <ul style="list-style-type: none"> -School ethos -VVA and Relationships Framework in place -Pupil Focus Group- September -Glasgow Motivational Toolkit 	<p>SLT Whole school community Partners Carla Page (CT) UNCRC</p>	<p>Term 2 2024 Baseline completed in 2023, review new framework with all staff to evaluate impact</p> <ul style="list-style-type: none"> - New visuals for our VVA have been created and our displayed throughout the school (comments from wider partners) - Achievements and Awards

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<p>of 'values in action.'</p> <ul style="list-style-type: none"> - Use our VVA to guide our educational efforts and L, T and A standard. <p>Our Relationships Framework has been reviewed and will continue to inform our nurturing, restorative and inclusive approaches to all.</p> <ul style="list-style-type: none"> - Link our relationship framework to VVA and UNCRC plan - Complete trauma informed practice final module - Continued CLPL on aspects of Relationships Framework e.g scripting, de-escalation - Implement all aspects of the framework including positive rewards, natural and logical consequences. - Use the Glasgow Motivational and Wellbeing Toolkit to support TATC and HWB Interventions across the school 	<p>Measurement:</p> <ul style="list-style-type: none"> - Pupil focus groups P1-7 - Staff Focus groups - Qualitative data from all stakeholders -School ethos -Tracking of individual pupils -SE – forms to staff, parents and pupils -Glasgow Motivational Toolkit <p>HGIOS Challenge Questions:</p> <ul style="list-style-type: none"> - <i>To what extent does our school community have ownership of our vision, aims and values?</i> - <i>What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?</i> - <i>How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</i> - <i>How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</i> <p>Impact:</p> <ul style="list-style-type: none"> -All stakeholders promote a climate 		<p>linked to VVA</p> <ul style="list-style-type: none"> - New approaches to SS and VIP breakfast - House Award system working effectively - Support staff have been trained in de-escalation and scripting by LSG - Next steps : consistency of applying graduated consequences in class and beyond, all stakeholders to become familiar with our new school aims. - Glasgow Motivational and Wellbeing toolkit used for some TATC – further development required for P4-p7 pupils - GMWB Toolkit used across P4-P7classes and supports planning of HWB by RCT teachers. (new focus end Jan 2024) - Next steps: UNCRC Action plan to be rolled out and pupil group with Teacher lead to
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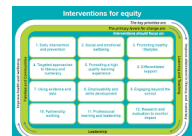

	<p>where children people feel safe and secure. Our staff have high expectations of our learners.</p> <ul style="list-style-type: none">-All staff and partners model behaviour which promotes and supports the wellbeing of all.-Staff and children are motivated and inspired by the commitment to VVA-Our whole learning community has a shared understanding of wellbeing and children’s rights. <p>- Develop a more robust approach to ESA 1 PSV and moderation (AIS is developing this approach across the authority)</p> <p>- Develop a more robust approach to support Pod students to make meaningful contributions to their school community out with their self-contained provision</p> <p>- Identify appropriate opportunities for Pod pupils to express their wants, needs and views to support inclusion in their wider school community (Pod team in collaboration with mainstream colleagues – on-going)</p>		<p>play a key role in promoting this across St Francis.</p> <p>Link to EDLM Padlet: St Francis RC Primary School- Every Dundee Learner Matters (padlet.com)</p> <p>ESA 1 update – review with Pod Jan 2024</p>
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<p>Every Dundee Learner Matters Project</p> <p>Project 1- DEPS- Ed Phy Katriona Hirst, x 2 ESA teachers, PT of SFL, SLCA- looking at our learning environments across ESA/ inclusion agenda- learning environments in mainstream for learning accessing both environments.</p> <p>Project 2- DEPS- Ed Phy Katriona Hirst, DHT, P6/5 class teacher, LCA, SLCA, PT, x 1 ESA teacher- looking at participation, attention and motivation of hard to reach learners.</p>	<p>Project 1-</p> <ul style="list-style-type: none"> - The Circle documentation baseline audits - Photographic/ Video evidence (Taken Sept, Nov, May) Reviewed x 3 per year in line with GPC, Circle, ABLe - Upskilling staff in pedagogy of the learning environment in meeting learners needs. (Complex needs) - Collating a wider set of strategies beyond the GPC to support the level of ASN across ESA. - Observations carried out by DEPS on the impact on the environment to the learning, interactions... also focused observations on individual learners. <p>Project 2-</p> <ul style="list-style-type: none"> - The Circle documentation baseline audits. - Glasgow motivation and wellbeing profile/ number of VI's- pupils selected to trial the project. - Upskilling staff in a wider bank of strategies beyond able to support our disengaged learners in mainstream and ESA. Looking at attention, focus, motivation and participation. Impact on their progression. Use of EPIC tools and circle strategies. - Strategies reviewed per term with DEPS. - Upskill staff to carry out independently on any learner next year- empower others/lead colleagues to support all staff with their disengaged learners- an approach for all. 		
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Further PEF Interventions (not included in SIP) Total allocation: £184,160.00

<p>NIF PRIORITY</p> 	<p>EDLM PRIORITY</p>  <p>Progress</p>	<p>PEF (where applicable) <i>Intervention for equity & cost</i></p>  <p>N/A</p>	<p>HGIOS QI</p>  <p>1.3 3.2</p>
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Identified Equity Gap	Action	Outcomes and Measurement <i>Including use of HGIOS Challenge questions</i>	Responsibility Cost	Resource	Progress
The emotional and mental well-being of our most vulnerable children	Aberlour Childcare Support to work with identified children to improve wellbeing and achievement	Pre and post measures with 1-1 support -Weekly review Aberlour -Action Plan review	£7,000		
The participation and inclusion of targeted children	Ancrum/Residential support -To provide targeted children with outdoor experiences to support and develop their wellbeing, attendance and social skills	Teacher referrals Pre and post experience data Attendance Attainment Well-Being – Glasgow toolkit Feedback and evaluations –	£4,000 £1530		

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		teacher & partners		
-To enhance their participation and engagement within a creative curriculum experience.	Music Therapy Provide creative experiences for our children who access ESA 1 and ESA supporting those who require a bespoke, individualised timetable	Engagement and participation data Feedback and evaluations – teacher & partners	£4,251	
Attendance: 88%- looking to increase to 90% overall by end of school year	Attendance Project - To continue our Attendance action plan for the school created with clear actions and next steps	-Regular attendance data analysis	SFDW/DHT £2,300	
	L & T Subscriptions	-To support high quality learning, teaching and assessment with a continuing focus of differentiation and moderation	<ul style="list-style-type: none"> •RWI portal- £1,665 •Oxford owl - £999 •Nelson Handwriting- £251 •Twinkl- £683.30- to cancel 	
	Supported Study/Teacher leadership. -Teacher leadership & empowerment -Identified children/cohorts	-Increased attainment across Literacy and Numeracy (Writing from 67-73%, Numeracy 68% to 74%) Action Plan created by Curriculum lead. -ACEL data, RWI data, Numeracy Assessments Interventions tracking data (Lexia, Sum Dog)	F Williamson J Colvin * * £10,000	

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		<ul style="list-style-type: none"> -Increased engagement with our children accessing ESA 1(observation data) -Increased confidence in staff delivering specialised curriculum (staff feedback) 		
-Local trips connected to IDL themes, promoting wider opportunities, participation and engagement in learning within community and beyond	Buses School trips to support outdoor learning opportunities in our local context. Enhancing our targeted group of children's understanding of their local and national context	<ul style="list-style-type: none"> -Tracking and monitoring of individual milestones. -Tracking of wider achievement and engagement participation data 	£1,915 (to date)	
	SFDW		£6,000	
	Flexi			

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Summary of PEF Spend		
Area of spend	Details	Budgeted allocated
Teaching staff	0.7 allocation (TBC)	£40,000
Support staff	PEYSA (12.5hrs) LCA (32hrs)	£3, 520 £25,000
Supported study	Teacher Leadership	£10,000
Transport	Bus hire for ESA	£5,000
CLPL		
Resources	Learning Environment/Subscriptions/	£10,000
Payments to other bodies	Ancrum, Aberlour, Music Therapy	£17,551
Other (please specify)		

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