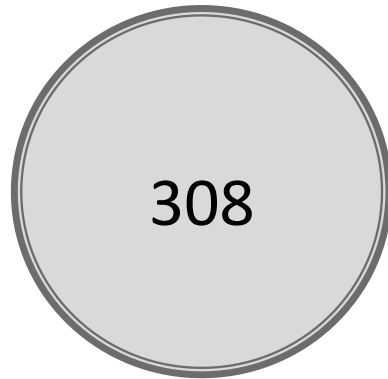
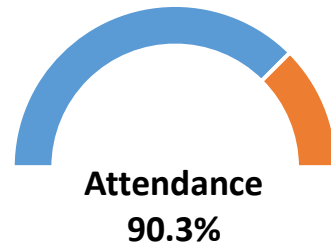


## School Context *as at June 28<sup>th</sup> 2024*

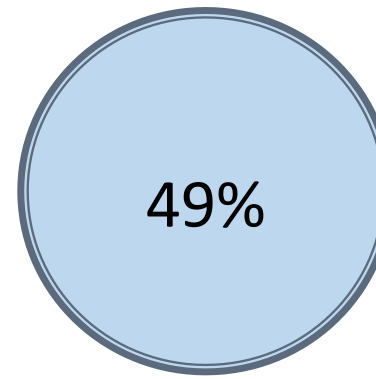
### School Roll



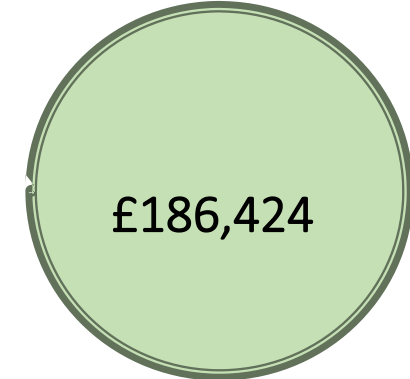
### School Attendance



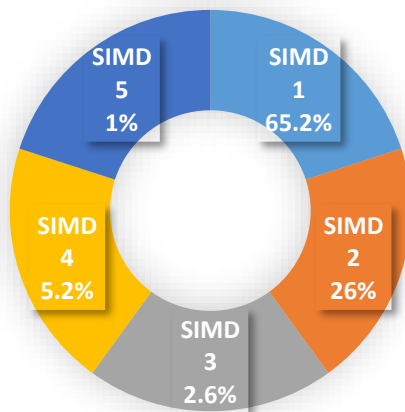
### Percentage ASN



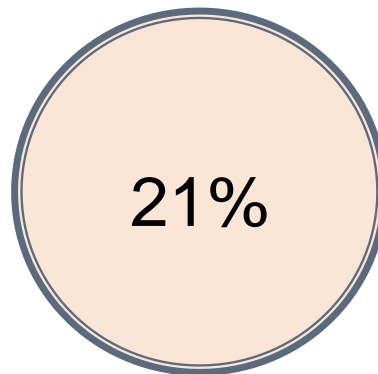
### PEF Allocation



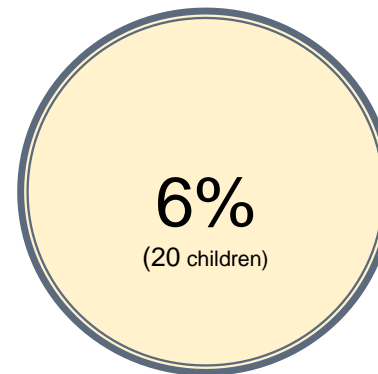
### SIMD Profile



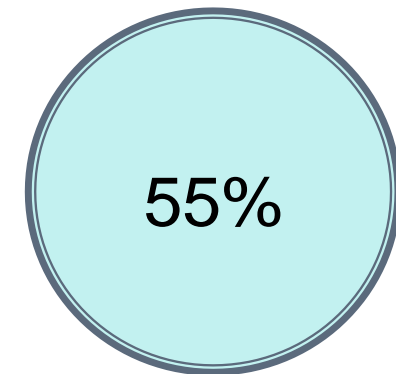
### EAL Data



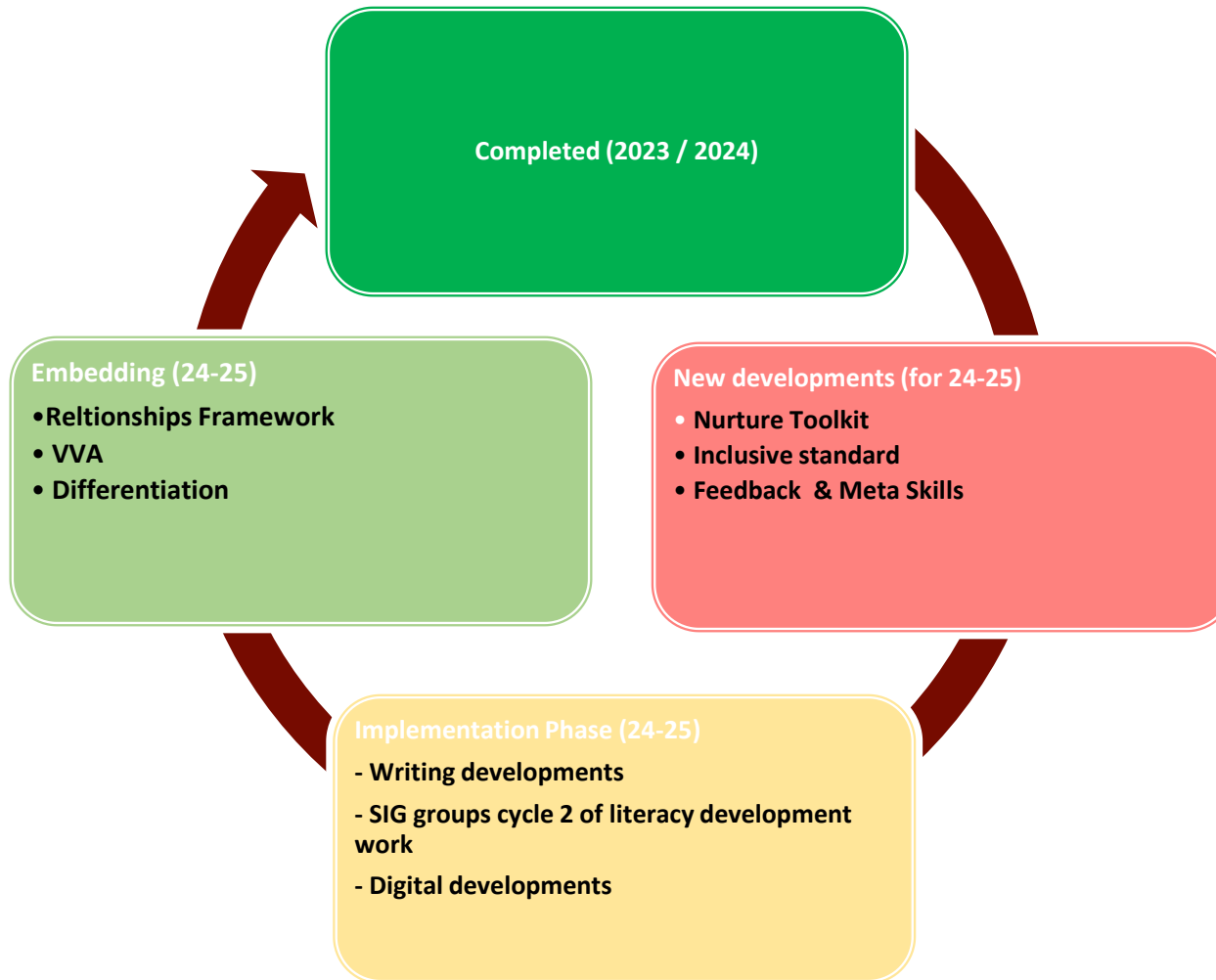
### Care Experience



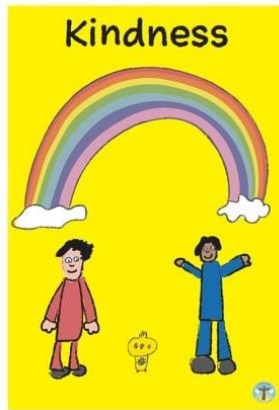
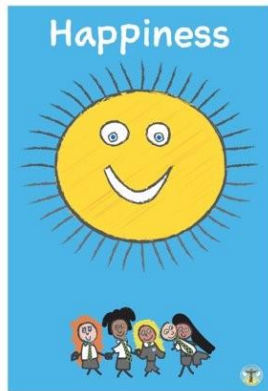
### FSM



## Cycle of Improvement



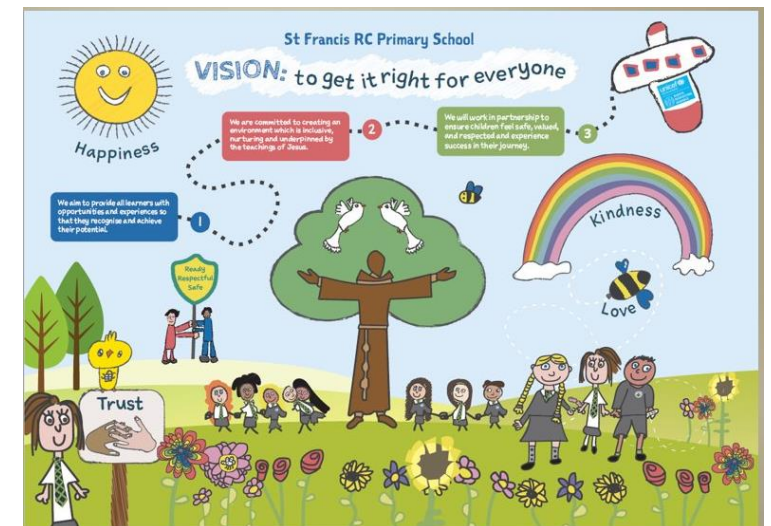
# VISION: to get it right for everyone



**We aim to provide all learners with opportunities and experiences so that they recognise and achieve their full potential.**

**We are committed to creating an environment which is inclusive, nurturing and underpinned by the teachings of Jesus.**

**We will work in partnership to ensure children feel safe, valued and respected and experience success in their journey**



## School Priorities 2024-2025



Presence

Attendance & Inclusion



Participation

Digital, Differentiation, Feedback, Attendance



Progress

Writing, Attendance, Inclusion



# School / ELC Improvement and PEF Plan 2024 - 2025

## SCHOOL VERSION SIP Priority 1

Specific area for improvement




**WRITING:** Fully embed and further develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.

Rationale for Improvement

**Data- attainment and perception.**

Equity Gap

**\*\*Add Aug in line with new PANDA\*\***

<p><b>NIF PRIORITIES</b></p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><b>NIF DRIVERS</b></p> <p>School Improvement</p> <p>Assessment of Children's Progress</p>	<p><b>EDLM PRIORITY</b></p>  <p><b>Progress</b></p>	<p><b>PEF (where applicable)</b></p> <p><i>Intervention for equity &amp; cost</i></p>  <p><b>6. Differentiated support</b></p> <p><b>4. Targeted approaches to literacy and numeracy</b></p>	<p><b>HGIOS QI</b></p>  <p><b>2.3 Learning, Teaching and Assessment</b></p> <p><b>3.2 Raising attainment and achievement</b></p>		
<p><b>Intended Outcome (impact)</b></p>	<p><b>Actions required to reach desired outcome</b></p>	<p><b>Measurement &amp; Evidence</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Resources</b></p>	
<p><b>STRETCH AIM:</b></p> <p>To increase attainment in Writing data <b>73%</b> - to increase to <b>76%</b> by 2024-25.</p> <p><b>Intended Outcome:</b></p>	<ul style="list-style-type: none"> <li>Moderation to ensure breadth, challenge and application in writing.</li> <li>Stage partners planning together.</li> <li>Embed Literacy Guidance</li> <li>QA calendar- time for SIG groups to carry out cycle 2 from our SIG writing groups 23.24.</li> </ul>	<p><u>Baseline:</u></p> <p>SSE from 22/23 and 23/24</p> <p>Staff and pupil survey- August 2025</p> <p>Pupil Focus Group- September 2025</p> <p><b>June 2024 data- P1- 71%, P4- 69% and P7- 79% -Combined 73%</b></p>	<p><b>All staff</b></p> <p><b>Pupil focus groups</b></p> <p><b>SLT</b></p>	<p>Ongoing</p>	<p>Staff/pupils</p> <p>Pedagogy Team</p>	



# School / ELC Improvement and PEF Plan 2024 - 2025

## SCHOOL VERSION SIP Priority 2




Specific area for improvement

*Develop engagement and participation from all learners through our approaches to digital skills.  
Enhance our pedagogical approaches in feedback and differentiation.*

Rationale for Improvement

*Data- attainment and perception.*

Equity Gap

<p><b>NIF PRIORITIES</b></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><b>NIF DRIVERS</b></p> <p>School Improvement Teacher Professionalism Assessment of Children's Progress</p>	<p><b>EDLM PRIORITY</b></p>  <p><b>Participation</b></p>	<p><b>PEF (where applicable)</b> <i>Intervention for equity &amp; cost</i></p>  <p><b>5. Promoting a high quality learning experience</b> <b>6. Differentiated support</b></p>	<p><b>HGIOS QI</b></p>  <p><b>2.3 Learning, Teaching and Assessment</b> <b>1.3 Leadership of change</b> <b>3.2 Raising Attainment &amp; Achievement</b></p>	
<p><b>Intended Outcome (impact)</b></p> <p><b>Stretch aim:</b> To provide all learners with high quality learning, teaching and assessment.</p> <p><b>Intended Outcomes- Pedagogy</b> <i>Digital, differentiation &amp; feedback</i></p>	<p><b>Actions required to reach desired outcome</b></p> <ul style="list-style-type: none"> <li>Moderation activities focusing on feedback</li> <li>Stage partners planning together to support differentiation.</li> <li>QA calendar- Digital / Differentiation/Feedback CLPL</li> </ul>	<p><b>Measurement &amp; Evidence</b></p> <p><b>Baseline</b> SSE from 22/23 &amp; 23.24. New SE term 1 24.25 Pupil Focus Group- September PRD information across teaching staff Learning walks</p>	<p><b>Who</b></p> <p>SLT  Pupils  Staff</p>	<p><b>When</b></p> <p>Ongoing</p>	<p><b>Resources</b></p> <p>Digital  Pedagogy Team Staff</p>





# School / ELC Improvement and PEF Plan 2024 - 2025

## SCHOOL VERSION SIP Priority 3


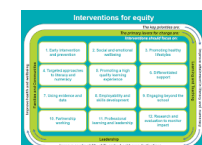

Specific area for improvement

*Further develop an inclusive school through embedding our VVA, Relationships framework and ensuring we provide experiences that focus on wider achievement and success for all.*

Rationale for Improvement

*Contextual Data*

Equity Gap

<p><b>NIF PRIORITIES</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p>	<p><b>NIF DRIVERS</b></p> <p>School Improvement</p> <p>Assessment of Children's Progress</p>	<p><b>EDLM PRIORITY</b></p>  <p><b>Participation</b></p>	<p><b>PEF (where applicable)</b></p> <p><i>Intervention for equity &amp; cost</i></p>  <p><b>2. Social and Emotional Wellbeing</b></p> <p><b>1. Early Intervention and Prevention</b></p>	<p><b>HGIOS QI</b></p>  <p><b>3.1 Enquiring wellbeing, equality and inclusion</b></p> <p><b>2.4 Personalised support</b></p> <p><b>2.2 Curriculum Rationale</b></p> <p><b>3.2 Raising Attainment &amp; Achievement</b></p>		
<p><b>Intended Outcome (impact)</b></p>	<p><b>Actions required to reach desired outcome</b></p>	<p><b>Measurement &amp; Evidence</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Resources</b></p>	
<p><b>Stretch Aim:</b> To have a fully inclusive school.</p> <p><b>Intended Outcome:</b></p> <ul style="list-style-type: none"> <li>Ensure universal, additional and targeted support is consistent across P1-7.</li> </ul>	<ul style="list-style-type: none"> <li>Embed the Dundee Inclusive Standard.</li> <li>Continued CLPL on aspects of Relationships Framework e.g scripting, de-escalation.</li> <li>Nurture SE tool to support our focus on nurture principles and development.</li> </ul>	<p><u>Baseline</u></p> <ul style="list-style-type: none"> <li>School ethos</li> <li>VVA and Relationships Framework in place</li> <li>Pupil Focus Group- September</li> </ul>	<p><b>Pupils</b></p> <p><b>Teachers</b></p>	<p><b>Ongoing</b></p>	<p><b>GMWB Toolkit</b></p> <p><b>Shannari Wellbeing webs</b></p>	



## School / ELC Improvement and PEF Plan 2024 - 2025

<ul style="list-style-type: none"> <li>• Ensure consistency of our nurturing approaches for all.</li> <li>• All stakeholders are familiar with our school aims.</li> <li>• Achieve our RRS Silver Award</li> <li>• Ensure every child's wellbeing is taken into account for HWB interventions.</li> <li>• Promote and celebrate wider achievement across P1-7.</li> <li>• Build on our skills for life, learning and work across P5-7.</li> <li>• Achieve our Digital Wellbeing Award 24.25</li> <li>• Attendance- improve from 90.3% to 92%.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully implement all aspects of the relationships framework including positive rewards, natural and logical consequences and celebrating values in action.</li> <li>• Regular reference to our aims with a stakeholders.</li> <li>• Pupils to create a Pupil Friendly version of our aims.</li> <li>• See RRS Action plan.</li> <li>• Further develop pupil voice across all areas of learning and school life.</li> <li>• Continue the attendance action plan.</li> <li>• Attendance- Best Foot Forward Primary 1 targeted intervention group to promote engagement from parents and attendance of pupils.</li> <li>• Attendance Matters- pupil voice group set up with SFDW to improve attendance and positive time keeping.</li> <li>• EDLM project to focus on inclusion and participation of some of our most disengaged learners.</li> <li>• Digital wellbeing award- actions set out in plan.</li> <li>• Termly surveys and data collection from GMWB Toolkit used across P4-P7 classes.</li> <li>• Termly surveys and data collection from SHANARRI wheels used across P1-P3 classes.</li> <li>• Promote and celebrate wider achievements at assembly, displays around the school.</li> <li>• Wider achievements passports to support tracking.</li> <li>• Friday skills academy- focus on BTC 4 and DYW for P5-7. (small test of change for next year P1-7).</li> </ul>	<ul style="list-style-type: none"> <li>• Glasgow Motivational Toolkit</li> <li>• Shannari indicators</li> <li>• Inclusive standard baseline audits</li> <li>• SSE- 23.24 Partners, staff and pupils</li> </ul> <p><b>Measurement</b>  Pupil focus groups P1-7  Staff Focus groups  SE – forms to staff, parents and pupils  Qualitative data from all stakeholders  School ethos  Tracking of individual pupils through EDLM audits/ Leuven scale  Glasgow Motivational Toolkit- analyse charts  Assessor from wellbeing award</p> <p><b>HGIOS Challenge Questions:</b>  <i>To what extent does our school community have ownership of our vision, aims and values?</i></p> <p><i>What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?</i></p> <p><i>How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</i></p>	<p><b>SFDW/offi ce Admin</b></p> <p><b>RRS lead</b> (Carla Page)</p> <p><b>Digital lead</b> <b>(Kim Low)</b></p> <p><b>HWB assistant</b> <b>(Sharon Cura)</b></p> <p><b>Micha Klos</b> <b>(EDLM lead)</b></p> <p><b>Whole staff team</b></p>	<p><b>Attendance data</b></p>
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**Summary of PEF Spend SEE FINANCE PEF PLAN \*\*\*\*\***

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff		As per SIP above	
Support staff		See CoSD Plan	
Supported study		Additional PEF plan below	
Transport			
CLPL			
Resources			
Payments to other bodies			
Other <i>(please specify)</i>			