



Education

# Establishment Improvement Plan 2023 - 2024

School Name: Tayvallich Primary School

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

Session: 2023-24

### National Improvement Framework Key Priorities

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

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

### Strategic Priorities 3 Year Cycle

2023 – 2024:	2024 – 2025:	2025 – 2026:
<ul style="list-style-type: none"> <li>• Family and pupil engagement in learning</li> <li>• Focused support for Literacy (with a key focus on Writing) and Numeracy development</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching through Play Pedagogy</li> <li>• Digital Learning</li> <li>• Refresh of Vision, Values and Aims</li> </ul>	<ul style="list-style-type: none"> <li>• Learner journey and agency – whose learning?</li> <li>• Learning for Sustainability</li> </ul>

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| <ul style="list-style-type: none"><li>• Use of Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners.</li><li>• ELC - Realising The Ambition, Becoming me – revisiting and building on our pre-Covid ambitions and integrating our post-Covid learning</li></ul> |  |  |
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2023-24													
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>		<b>Collaboration and Consultation</b> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Pupils</td> <td>Termly</td> <td>Learning conversations</td> </tr> <tr> <td>Families</td> <td>Termly</td> <td>Surveys, workshops</td> </tr> <tr> <td>Staff</td> <td>Termly</td> <td>Collegiate working, coaching</td> </tr> </tbody> </table>		Who?	When?	How?	Pupils	Termly	Learning conversations	Families	Termly	Surveys, workshops	Staff	Termly	Collegiate working, coaching
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<b>Priorities</b>	<b>Proposed Outcome and Impact</b>	<b>Measures</b>	<b>Linked to PEF (Y/N)</b>												

<ul style="list-style-type: none"> <li>• Family and pupil engagement in learning</li> <li>• Improved attainment in Literacy (specifically Writing) and Numeracy</li> <li>• Use of Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners, with a particular focus on producing rich tasks to ensure quality writing and numeracy.</li> </ul>	<p>By May 2024, all pupils and parents/carers understand the importance of readiness for learning, regulation and engagement and the importance of learning relationships that ensure ambitious attainment for each pupil.</p> <p>By May 2024, all pupils identified as underperforming in relation to local and national comparators have made progress by at least one progress level (XBRA) and in line with expected progress over time. There will be a focus on specific pupils but year groups cannot be identified due to low numbers.</p> <p>By May 2024, all teaching staff have increased confidence in understanding standards, identifying gaps and barriers to attainment, using quality assessment data to inform planning and ensuring that rich, differentiated tasks allow all pupils to achieve ambitious targets and evidence their learning.</p>	<p>100% of parents and carers will have engaged in workshops/conversations/individualised supports around the factors that promote learning. 100% of pupils will be able to identify their individual successes and challenges in learning.</p> <p>100% of pupils will show improved attainment through Progress and Achievement tracking and reporting.</p> <p>100% of teaching staff have engaged with professional learning around moderation.</p>	<p>Y</p> <p>Y</p> <p>N</p>
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**Operational Improvement Planning (Action Plan) for Establishment:** Session: 2023-24

**Strategic Priority 1:** Title: Family Learning

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

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• School and ELC leadership</li> <li>• Teacher and practitioner professionalism</li> <li>• Parent/carer involvement and engagement</li> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> <li>• Performance information</li> </ul>	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"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
<ul style="list-style-type: none"> <li>• Baseline audit will be undertaken with each child and their parents/carers to establish their understanding of the learning process and their own strengths and challenges in relation to</li> </ul>	Head Teacher L Carter	By week ending 8.9.23.	100% of questionnaires completed and analysed. Results will inform discussions at collegiate sessions in

<p>learning. This will be achieved through a questionnaire to be completed at home or, where required, a facilitated conversation.</p> <ul style="list-style-type: none"> <li>• Workshop will be held in week beginning 13th November on family support for learning (to cover the brain, re-call and memory, wellbeing and regulation)</li> <li>• Workshop will be held in week beginning 22nd January on family support for learning (to cover – use of Seesaw, online learning platforms, homework supporting literacy and numeracy)</li> <li>• Pupil takeover – pupils lead learning, linked to the focus of the whole school trip. Learning intentions and success criteria for all participants co-created and evaluated by pupils, parents/carers and class teachers.</li> <li>• Workshop will be held week beginning 6<sup>th</sup> May to ensure family understanding of and involvement in Standards and Quality Reporting and Improvement Planning (how far have we come and where do we go next?).</li> </ul>	<p>Head teacher plus staff volunteers</p> <p>Head teacher plus staff volunteers</p> <p>All staff</p> <p>Head teacher plus staff volunteers</p>	<p>Week of 13.11.23</p> <p>Week of 22.1.24</p> <p>Week of 11.3.24</p> <p>Week of 6.3.24</p>	<p>September, planning and conversations at Parents’ Evenings in September.</p> <p>Almost all parents and carers engage with the workshop. Evaluative feedback through exit passes/post-its. Family engagement through Seesaw.</p> <p>Almost all parents and carers engage with the workshop. Evaluative feedback through exit passes/post-its. Family engagement through Seesaw</p> <p>All participants can evidence learning against the agreed learning intentions and success criteria. Evaluative feedback through exit passes/post-its. Family engagement through Seesaw</p> <p>Standards and Quality Report and Improvement plan have been co-created by staff, pupils and parents/carers.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2023 - 24
<b>Strategic Priority 2:</b>	Title: Improved attainment in Literacy and Numeracy		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	1.1 Self Evaluation for self-improvement 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"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
<ul style="list-style-type: none"> <li>Review of data (P and A/ACEL/SNSA) to establish a baseline and targets for each pupil in relation to literacy and numeracy. Where</li> </ul>	Class teachers, supported by Head	By week ending 15.11.23	Baseline information and targets identified for each learner in relation to literacy and numeracy, in line with

<p>required, further assessment tools will be used to identify baseline and gaps – eg Sumdog SPAG, Nesy assessments.</p> <ul style="list-style-type: none"> <li>Individual targets will be reflected in planning of daily literacy and numeracy sessions, integrating a range of activities, adapted resources and staffing input.</li> <li>Staff will engage in professional learning (collegiate and individual) around supporting literacy and numeracy development in line with priorities identified in PRD discussion. All staff will be offered the opportunity to re-visit the Highland Literacy Framework (<a href="https://highlandliteracy.com/">https://highlandliteracy.com/</a>), SEAL (Stages of Early Arithmetical Learning) and Talk for Writing and to access CLPL opportunities through the Argyll and Bute CLPL catalogue: <a href="https://docs.google.com/presentation/d/1luUZHa1jitebYZXG6-2LNRFZqu7MSM8k9TtSgJDNgCU/edit?usp=sharing">https://docs.google.com/presentation/d/1luUZHa1jitebYZXG6-2LNRFZqu7MSM8k9TtSgJDNgCU/edit?usp=sharing</a></li> </ul>	<p>Teacher and Principal Teacher</p> <p>Class teachers</p> <p>Class teachers, supported by Head Teacher and Principal Teacher</p>	<p>Throughout session 2023-34.</p> <p>Throughout session 2023-34.</p>	<p>Argyll and Bute Teaching, Learning and Assessment Policy.</p> <p>Short, long term and individualised plans in place.</p> <p>Records of Professional Learning undertaken and coaching conversations. Feedback which evidences increased staff confidence.</p>
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<b>Operational Improvement Planning (Action Plan) for Establishment:</b>			<b>Session: 2023-24</b>
<b>Strategic Priority 3:</b>	Title: Use of Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners.		
<b>National Improvement Framework Key Priorities</b>			
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people’s health and wellbeing</li> <li style="background-color: yellow;">Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li style="background-color: yellow;">Improvement in attainment, particularly in literacy and numeracy.</li> </ul>			
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>	
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li style="background-color: yellow;">Curriculum and assessment</li> <li>School and ELC improvement</li> <li style="background-color: yellow;">Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>	
<b>Key Actions (How)</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Success Criteria to facilitate evaluation of learners’ progress</b>

<ul style="list-style-type: none"> <li>PT Maxine Rowe to undertake Moderation Lead role across both Tayvallich and Glassary Primary Schools and engage with the Argyll and Bute moderation support network and platform.</li> <li>All class teachers engage in planned moderation activities for literacy and numeracy, as per working time agreement – collegiate time weeks beginning 4.8.23, 15.1.24, 29.4.24 plus whole authority moderation-focussed INSERVICE – 27.11.23.</li> <li>All teaching staff to research and implement a variety of rich learning and assessment approaches to allow individual pupils to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum so that our assessment evidence is valid and meaningful.</li> </ul>	<p>PT Maxine Rowe</p> <p>Class teachers</p> <p>Class teachers</p>	<p>By October 2023</p> <p>Throughout session</p> <p>Throughout session</p>	<p>PT has engaged with network and is familiar with authority framework and supports.</p> <p>Records of moderation activities.</p> <p>Records of assessment approaches evidenced within lesson observations/coaching records/ staff planning records/sampling and review of pupils’ work.</p>
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<p><b>Operational Improvement Planning (Action Plan) for Establishment:</b></p>		<p>Session: 2023-24</p>
<p><b>Strategic Priority ELC:</b></p>	<p>Title: Realising The Ambition – revisiting and building on our pre-Covid ambitions and integrating our post-Covid learning</p>	

### 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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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Staff to engage with the re-launch and refresh of Building the Ambition National Practice Guidance  Staff to embed the learning from the re-launch and key priorities throughout planning for individual children.	PT M Rowe ECCW E MacKinnon  PT M Rowe ECCW E MacKinnon	25.8.23  Throughout session	Re-launch attended.  Evidence of refreshed approaches collected through observations/coaching records/ staff

<p>Staff to engage with moderation activities in relation to creation of rich assessment tasks/assessment and tracking of progress against developmental milestones and with awareness of Early Level Benchmarks and Es and Os, to ensure a continuity of approach between ELC and early Primary Learning.</p>	<p>PT M Rowe ECCW E MacKinnon</p>	<p>Throughout session</p>	<p>planning records/sampling and review of pupil evidence</p> <p>Records of moderation activities. Record of attendance at cluster ELC meetings. Records of visits to school by colleagues from the central team/other settings.</p>
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<p><b>Establishment Maintenance Improvement Planning – Optional</b></p>		<p>Session: 2023-24</p>
<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people’s health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>		
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<p><b>Key Actions (from previous plans):</b></p>		
<ul style="list-style-type: none"> <li>• Lead the school further along the RRSA journey – work towards and beyond Bronze</li> <li>• Increase parental involvement in understanding factors affecting learning/regulation and the importance of positive relationships to support learning.</li> <li>• Increase parental understanding of assessment, progress measurements and tracking.</li> </ul>		

<p><b>Pupil Equity Funding   Planning and Reporting</b></p>	<p>School Name: Tayvallich Primary School</p>
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Tayvallich Primary School had an allocation of £2,450 for the academic year 2022/23 and a carry forward from 2021/22 of £1,965.

The SIMD picture for the school is limited due to the rural context of the school. Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage.



## Pupil Equity Funding | Planning and Reporting

**What are you planning to do with your PEF Allocation?**

- 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)?**

- 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**

- 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.
Nurture	<p>One to one trauma-responsive support for pupils experiencing challenges with anxiety, focus and regulation.</p> <p>The support will involve identified key worker working closely with the identified pupil and family members to identify strengths and risk factors around progress and attainment in school. The key worker will provide support around completion of the start of year audit (see above Priority 1 - Baseline audit will be undertaken with each child and their parents/carers to establish their understanding of the</p>	<p>Pupils are regulated enough to be able to learn and make progress in line with their potential.</p> <p>Measures:</p> <p>Attendance records - above 95% for identified pupils</p> <p>By May 2024, all pupils identified as underperforming in relation to local and national comparators/individual</p>		

	<p>learning process and their own strengths and challenges in relation to learning. This will be achieved through a questionnaire to be completed at home or, where required, a facilitated conversation.)</p> <p>Key worker will also provide an enhanced level of communication with family members throughout the session to ensure that their voices and views are heard and taken into consideration and that any historic barriers to engagement are overcome (for example system-induced traumatisation of parents and carers of children with care experience or complex additional support needs.)</p>	<p>milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.</p>		
Resources	<p>Purchase of Sumdog, Nessy and Twinkl subscription to ensure that class teachers have a range of learning resources to support children and parents/carers who are dis-engaged with learning.</p>	<p>By May 2024, all pupils identified as underperforming in relation to local and national comparators/individual milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.</p>		
Literacy and Numeracy	<p>ASN assistant staffing allocated for delivery of focused interventions identified within individual planning for pupils (See above – Priority 2 – (Individual targets will be reflected in planning of daily literacy and numeracy sessions, integrating a range of activities, adapted resources and staffing input.)</p>	<p>By May 2024, all pupils identified as underperforming in relation to local and national comparators/individual milestones have made progress by at least one progress level (XBRA) and in</p>		

		line with expected progress over time.		
Music and creativity to support healthy nervous system development	Music Practitioner will be employed to deliver music sessions involving group play, body percussion and creative expression.	<p>Pupils are regulated enough to be able to learn and make progress in line with their potential.</p> <p>Measures:</p> <p>Attendance records - above 95% for identified pupils</p> <p>Increase in pupils being able to self and co-regulate.</p>		

### Pupil Equity Funding | Planning and Reporting

#### 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 type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input checked="" type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input checked="" type="checkbox"/>	Partnership Working	<input checked="" type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details	Carry Forward 2022 - 2023	PEF Allocation 2023 - 2024
Staffing Resources Purchased/Commissioned Services	£ 2,985.00	£ 2450
	<b>Mid-Year Spend checkpoint (Dec-Jan)</b> Identify any significant changes in expenditure.	<b>Final spend (End of Session)</b> Identify any significant changes in expenditure.

	£	£
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