

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Baljaffray Primary School
Head Teacher	Lesley Rodden
Link QIO	Vicky Mackenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
Our School Vision, Values and Aims and Curriculum Rationale can be found on our school website. Vision, Values and Aims http://www.baljaffray.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ Curriculum Rationale http://www.baljaffray.e-dunbarton.sch.uk/learning/curriculum/

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bulletpoint key priorities for the next 3 years		
	2023/24	2024/25	2025/26
Priority 1	Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/PEBL (Year 1)	Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment (Year 2)	STEM (Year 1)
Priority 2	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading /Phonics/Spelling/Writing (Year 2)	Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/PEBL (Year 2)	Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment (Year 3)

Framework for School Improvement Planning 2023/24

Priority 3	Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment (Year 1)	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading Phonics/Spelling/Writing	Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/PEBL (Year 3)
-------------------	--	---	--

Section 2: Improvement Priority 1	
School/Establishment	Baljaffray Primary School
Improvement Priority 1	Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/PEBL
Person(s) Responsible	HT – L Rodden DHT, working party

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 Improvement in children and young people’s health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all	school improvement curriculum and assessment school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.3 Learning, Teaching & Assessment	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged

Framework for School Improvement Planning 2023/24

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Working party – leads for Outdoor Learning, Eco, Circular Economy Staff working parties to establish programme of study, new planners and assessment	Outdoor learning training/workshops Education Scotland documents Progression pathways Planning format	Parental questionnaires/surveys Newsletters, Twitter (<i>Twitter removed from school devices as classified as appropriate for 12+</i>) Open afternoon to showcase curriculum
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Education Scotland documents: Refreshed Narrative, Curriculum Es and Os and Benchmarks Working parties Professional reading and professional discussion Environment Questions for Learning by Karren L Currie CD Sessions EDC Outdoor Learning Team	Team building sessions outdoors STEM outdoor sessions Forest Schools experience	Whole school staff training – approach to outdoor learning and sustainability - one full whole day inset training 2 half day insets 5 collegiate twilight sessions £800 STEM outdoor sessions

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?	
<ul style="list-style-type: none"> A whole school approach to learning for sustainability will 	Devise whole school approach to Learning for Sustainability- refocusing curriculum to ensure LfS	Pre and post evaluation Pupil, parent, staff surveys/questionnaires	Ongoing throughout session	

Framework for School Improvement Planning 2023/24

<p>be developed throughout the year following a robust, systematic and progressive annual plan.</p> <ul style="list-style-type: none"> All learners will have active curricular learning experiences that develop their understanding of the inter-relationships of environment, society, economy and inequity. All learners will have opportunities within their curricular experiences to engage with democratic processes and to connect and to contribute to their communities, locally, nationally and internationally as active global citizens. 	<p>hardwired into curriculum and fabric of school life linking global citizenship, outdoor learning, children's rights and social justice</p> <p>Work in teams at Early, First, Second level using refreshed curriculum narrative, bundling es and os, decluttering to create a whole school, cohesive IDL progression (all SDGs embedded in IDL and covered thoroughly over 7 years) Learning divided over 5 blocks per session.</p> <p>Teams at Early, First and Second level adapt planning for outcomes not covered by IDL contexts to ensure progression and continuity.</p> <p>Further develop learning of rights to deepen ethos of mutual respect embedding into core learning.</p>	<p>Assess current status: Where we are now display? Record progress visually. Self evaluate - curriculum, school grounds, culture and community.</p> <p>Pupil walking tour around school and local community – identify what needs to change/improve.</p> <p>Community walkabouts/tours</p> <p>Self evaluation of whole school approach to LfS pre and post</p> <p>John Muir Award Handbook Participation in John Muir Awards at Second level.</p> <p>Use LfS self evaluation framework, Vision 2030+ Sustainability and Unesco toolbox</p>	<p>Block 1 Block 2 Block 3 Block 4 Block 5</p> <p>Term 1</p> <p>Aug /Sept 23</p> <p>Aug/Sept 23</p> <p>May/June 24</p> <p>Aug/Sept 23</p> <p>Aug Sept 23</p>	
--	--	---	--	--

Framework for School Improvement Planning 2023/24

<p>All learners have</p> <ul style="list-style-type: none"> • an Increased awareness of Children’s rights • increased opportunities to learn about Children’s rights through the curriculum. • increased leadership opportunities throughout the school • All learners will be Inspired to be agents of change. 	<p>Further develop learning of rights to deepen ethos of mutual respect embedding into core learning.</p> <p>All staff participate in Outdoor Learning training and plan weekly opportunities for outdoor learning linking to specific curricular areas or IDL, ensuring all learners have minimum weekly opportunity for contact with nature within school grounds throughout the seasons</p> <p>Timetabled outdoor learning weekly</p> <p>Sharing good practice termly CD sessions</p>	<p>All displays to include UNCRc links</p> <p>Training, professional discussion Environment Questions for Learning by Karren L Currie</p> <p>CD sessions</p>	<p>Ongoing throughout session</p> <p>one full whole day inset training 2 half day insets 5 collegiate twilight sessions</p> <p>Ongoing</p>	
	<p>Ensure pupil voice is embedded in practice by devising a whole school approach to Pupil Committees.</p> <p>All pupils to participate in pupil committees in order to</p>	<p>Pupil Views/Pupil Voice</p> <p>Pupil/staff/parent questionnaires</p>	<p>Ongoing</p> <p>Ongoing</p>	

Framework for School Improvement Planning 2023/24

	<p>promote and strengthen pupil voice-</p> <ul style="list-style-type: none"> • Reading schools • Fairtrade • BRBB/EDC pupil forum My voice, my choice, • Eco, Circular Economy, • Health Committee , • Active • Fundraising/ Charities • Pupil Council • Gardening • Tuck shop <p>Year groups responsible for different responsibilities within the school</p> <ul style="list-style-type: none"> • Sustainable travel • Road safety • Yearbook • Digital Leaders 			
	<p>Devise programme of assemblies/events to promote diversity and social justice throughout the school Diversity assemblies religious festivals</p>	<p>Pupil/staff/parent views</p>	<p>ongoing</p>	

Framework for School Improvement Planning 2023/24

	special days e.g. MLK day All linked to IDL with class/stage responsibility.			
<p>All learners have opportunities to recognise, understand and explore meta-skills.</p> <p>Self-management</p> <ul style="list-style-type: none"> • Focusing • Integrity • Adapting • Initiative, <p>Social Intelligence</p> <ul style="list-style-type: none"> • Communicating • Collaborating • Feeling • Leading <p>Innovation</p> <ul style="list-style-type: none"> • Curiosity • Sense-making • Creativity • Critical Thinking 	<p>Evaluate end of each planning block –assess learning and skills before/after Gather pupil views</p> <p>Progress/ evidence gathered throughout. KWL to start off. Use of floor book or Learning Wall</p> <p>Develop Meta skills programme - embedded skills for learning life and work within IDL and outdoor learning programme</p> <p>Devise progression tracker of meta skills</p> <p>Increase the number of pupil leadership opportunities available throughout the school by re-establishing pupil-led lunchtime clubs and</p>	<p>Pupil/staff/parent views Learning Walks Class Observations Professional discussion CD sessions/ LTA meetings</p> <p>Pupil/staff/parent views Devise leadership self reflection grid - administer start of session and end to see whether pupil views have changed.</p>	<p>Ongoing throughout session</p> <p>Start term 1</p>	

Framework for School Improvement Planning 2023/24

	other opportunities identified by pupils. Re-introduce wider achievement monitoring and tracking to identify/address any gaps- <ul style="list-style-type: none"> • Assemblies • Displays to celebrate wider achievement 			
--	---	--	--	--

Section 2: Improvement Priority 2	
School/Establishment	Baljaffray Primary School
Improvement Priority 2	Raising Attainment Through High Quality Learning, Teaching and Assessment in Literacy
Person(s) Responsible	Literacy Champions

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment school improvement curriculum and assessment	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive

Framework for School Improvement Planning 2023/24

Improvement in attainment, particularly in literacy and numeracy.			school leaver destinations for all young people
---	--	--	---

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Literacy Champions to lead development working party Literacy Leads Early/First/Second levels All CTs involved - leading change in their own classrooms. Pupil Council – leading Pupil Improvement Plan through use of HGIOurS	Novels/texts class libraries (ensuring promotion of equality and diversity) Class novels to support NL active literacy approach	Parent Surveys – pre and post Parent Council – regular feedback at meetings Regular updates through Newsletters/Twitter/Seesaw Family Learning Workshop
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Collegiate time Trio Visits to observe good practice Literacy Champion Meetings Visits to other schools to observe good practice	TIG groups ICT software Improved L and T in all classrooms	Novels/texts 1.5 days cover to enable literacy £453 champions to visit other schools 1.5 days EST teacher to familiarise self with P1 and P2 reading scheme £453 Standardised Reading Assessments £500 <i>Member of staff to be trained in Reading Recovery – cost £3200</i> <i>Booklist provided by Reading Recovery trainers to implement Reading Recovery at P2 – cost £1000</i>

Outcomes/Expected	Tasks/Interventions	Measures	Timescale(s)	Progress
-------------------	---------------------	----------	--------------	----------

Framework for School Improvement Planning 2023/24

Impact				
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?	
<p>Increased attainment and achievement in reading at all stages.</p> <p>Learners attitudes to reading will have improved and they will have an increased awareness of reading tools and comprehension strategies.</p> <p>Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in reading</p> <p>Teachers will be more confident assessing reading and be more</p>	<p>Introduce NL Active Spelling Visits other schools Staff training</p> <p>Introduce class novel reading block – links to IDL</p> <p>Introduce/follow 4 day reading programme across P2-P7 Task boards to display literacy programme – one for each group</p> <p>Literacy champions demonstrate and share reading walls. Literacy Champions – ensure literacy reading wall consistent across school.</p> <p>Reading skills tools and comprehension strategies displayed in all classes and consistent vocabulary used.</p>	<p>All children P1-4 magnetic boards and letters – in use Learning walks Class observations</p> <p>Peer obs Learning walks SLT observations</p> <p>PIRAs Pre – post assessments Block assessment of strategies taught Moderation of assessments Learning walks</p>	<p>Term 1 block 1</p> <p>Block 2</p> <p>Term 1</p> <p>Term 1 ongoing</p>	

Framework for School Improvement Planning 2023/24

<p>confident assessing ACEL.</p> <p>Learners will experience more consistent approach to reading across whole school.</p>	<ul style="list-style-type: none"> • Prior Knowledge • Metalinguistics • Visualisation • Inference • Main Ideas • Summmarising and paraphrasing <p>Clear and consistent structure to reading lessons/strategies in place</p>	<p>Class observations</p> <p>Class observations Pupil surveys Teacher survey Professional discussion</p>		
<p>Increased attainment and achievement in reading at all stages.</p> <p>Learners attitudes to reading will have improved and they will have an increased awareness of reading tools and comprehension strategies</p>	<p>Introduction of new reading scheme at P1 - decodable – link to phonics and common word planners.</p> <p>Pupil sets and teacher sets new reading words linked to new reading books</p>	<p>Baseline assessment Teacher questionnaire</p>	<p>Term 1</p>	
	<p>Evaluate how literacy rich our classrooms are.</p> <ul style="list-style-type: none"> - Reading committee literacy champs 	<p>Pupil views/ questionnaires</p>	<p>Term1</p>	

Framework for School Improvement Planning 2023/24

	<p>Blooms/ Reading strategies in consistent use across school. Parental workshop to explain reading approach.</p> <p>Displays consistent across school and in use,</p>	<p>Learning walks Class observations Pupil feedback Parental feedback</p>	<p>Term 1 Block 2</p>	
<p>Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in terms of reading.</p>	<p>Select learners for participation in TIG groups – review of appropriate support materials</p>	<p>EST teacher pre – post assessment Termly tracking data and meetings Target setting(ACEL) Pre post data for TIGs</p>	<p>Term 1</p>	
<p>All learners attitudes and motivation to reading will have improved and they will have an increased awareness of reading tools and comprehension strategies</p>	<p>Continue with Reading Schools Programme – to achieve Bronze and move on to Silver. Action plan devised</p>	<p>Monitoring progress of action plan – HT to meet with Literacy Champion leading on Reading Schools – termly. Pupil questionnaires/ surveys Parental Questionnaires Views on Reading Sway</p>	<p>Term 1 ongoing</p>	
	<p>Monthly events to promote reading culture in school – visits to library, author visits, guest readers, buddy reading</p>	<p>Monitoring progress of action plan – HT to meet with Literacy Champion leading on Reading Schools – termly.</p>	<p>Ongoing throughout session</p>	

Framework for School Improvement Planning 2023/24

	Classroom used as library – library monitors Reading champions for each class to select new books for class library each term	Pupil views feedback	Term 1 ongoing	
	Celebration of reading weekly – assembly programme P1-3/ P4-7 reading class of the week, book recommendations	Pupil Views	Term 1 ongoing	
Attainment raised in Reading ACEL data by June 2024 and reduction in identified gaps, including Poverty Related Attainment Gap. between most and least affluent learners.	Audit current teaching approaches to ensure consistency of language	Class observation, peer observation, pupil questionnaire	Termly	
	Review learning, teaching and assessment policy and create what a good reading lesson looks like for early, first and second level Create clear guidance re teaching of reading and reading progression (incorporate phonics and spelling)	PIRAs Pre – post assessments Block assessment of strategies taught Moderation of assessments Peer observations of reading lessons Learning walks Pupil surveys/ questionnaires – pupil evaluation of reading lesson	Term 2	
	Audit genres – introduce poetry blocks 4 weeks Scottish poetry and other	Literacy Champions	January	
	Jotter monitoring – moderation across a level to ensure consistency of teaching	Reference to presentation policy Jotter feedback forms	Termly	

Framework for School Improvement Planning 2023/24

	approaches and assessment methods – ensuring consistent high expectations			
Parents/carers will have an increased awareness of skills/approaches used for reading and use these to support their children’s learning.	Organise a Family Learning Event to share new approaches in writing	Parental feedback	February 24	
	Evaluate impact on attainment and achievement in reading across the school.	Attainment and progress data – year on year and over time.	May 24	
Raised attainment for identified, targeted pupils in Primary 2	<p>Member of staff to participate in Reading Recovery training throughout this session.</p> <p>Wednesday 16th August (Full Day – 9am start at Baljaffray Primary)</p> <ul style="list-style-type: none"> • Wednesday 23rd August (Full Day – 9am start at Baljaffray Primary) • Friday 25th August (Half Day – 9am start at Baljaffray Primary) <p>After these initial sessions the teachers will have gap tasks to do, with deadlines to meet, and they will start to identify and assess the children they will be working with. Initial Professional</p>			

	<p>Development (IPD) sessions will then be as follow:</p> <ul style="list-style-type: none">• IPD 1 – Wednesday 30th August (am - half day)• IPD 2 – Wednesday 13th September (am - half day)• IPD 3 – Wednesday 27th September (am - half day)• IPD 4 – Wednesday 11th October (am – half day)• IPD 5 – Wednesday 25th October (am - half day)• IPD 6 – Wednesday 8th November (am - half day)• IPD 7 – Wednesday 22nd November (am - half day)• IPD 8 – Wednesday 6th December (am – half day)• IPD 9 – Wednesday 20th December (am- half day)• IPD 10 – Wednesday 17th January (am – half day)• IPD 11 – Wednesday 31st January (am – half day)• IPD 12 – FRIDAY 16th February (am – half day)• IPD 13 – Wednesday 28th February (am – half day)			
--	---	--	--	--

	<ul style="list-style-type: none">• IPD 14 – Wednesday 13th March (am – half day)• IPD 15 – Wednesday 27th March (am – half day)• IPD 16 – Wednesday 17th April (am – half day)• IPD 17 – Wednesday 1st May (am – half day)• IPD 18 – Wednesday 15th May (am – half day)• CELEBRATION/ACCREDITATION EVENT – date and time to be confirmed			

Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 3	
School/Establishment	Baljaffray Primary School
Improvement Priority 3	Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Elaine Paterson (DHT) Maths Champions (Jane Cowan PT, Rebecca Lowdon CT) working party

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	school improvement curriculum and assessment Choose an item.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
------------------------------	-----------------------	-------------------------------------

Framework for School Improvement Planning 2023/24

Maths Champions Maths Leads - levels	Concrete materials resources creating 3 maths hubs for each area of school PUMA standardised assessments Cover to enable teachers to visit. Observe other classes Cover to enable shared planning	Parent questionnaires/surveys Numeracy workshops – early, first, second Open mornings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CD sessions – Bruner’s Spiral Curriculum Developing Maths Walls	Adaptation of Maths programme ensure equity through qualitative and quantitative data and holistic approaches.	Concrete materials/resources creating 3 maths hubs for each area of school (£1200) Standardised assessments £500 Cover to enable teachers to visit. Observe other classes Maths Textbooks £3000 ICT programme to support spiral maths approach £190

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?	
Learners confidence and attainment in maths increased as a result of staff confidence with maths pedagogy.	DHT and Maths Champions to order resources to create 3 maths hubs	Resources purchased and used effectively in class	Term 1 ongoing	

Framework for School Improvement Planning 2023/24

<p>Increased attainment and achievement in Numeracy at identified stages.</p> <p>Attitudes to Numeracy will have improved for identified groups of learners and they will have an increased awareness of processes in Numeracy.</p>	<p>P4-7 staff given resources to create maths learning environment</p> <p>Maths Champ to create a model maths learning environment and model walking the wall. Agree consistent vocabulary P1-7 guide – display on wall DHT to create word bank – to be shared all CTS Maths vocab booklet and display</p>	<p>Maths learning environment created and shared with all staff</p> <p>Consistent maths language used and displayed in all classes,</p>	<p>Term 1 ongoing</p>	
<p>Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in Numeracy</p> <p>Attainment raised in Numeracy ACEL data by June 2023 and reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners.</p>	<p>TIG groups based on standardised test diagnostic analysis - summer term-intervention resources used</p>	<p>Assessment pre and post</p> <p>Staff and pupil confidence questionnaires (pre and post)</p> <p>ICT Maths subscription £190</p>		

Framework for School Improvement Planning 2023/24

	<p>Class teachers analyse gaps identified from standardised assessments. CTS plan block 1 maths with support of DHT and maths champion. Block 1 begins for P4-7 Maths programme – introduced 3 groups differentiated (spiral approach)</p> <p>Each class to do a visit 2 per year maths in work (world of work)</p> <p>Maths Champions will showcase and highlight good practice once a month Sharing good practice, strategies and resources –CD sessions</p>			
<p>Learners confidence and attainment in maths increased as a result of staff confidence with maths pedagogy</p>	<p>Assessment end of block 1 (analyse, plan next block) Tracking meetings analyse qualitative and quantitative data to inform next steps New planner and tracker introduced.</p>	<p>LTA meetings with SLT</p>	<p>21st Aug-12th Oct Oct LTA meeting 23rd Oct – 8th Dec 11Dec – 9th Feb 15th Feb – 19th April 22nd April – 14th June</p>	

Framework for School Improvement Planning 2023/24

			3 LTA meeting other 2 during NCC Block 3 12 th Jan Block4 1 st March	
Parents/carers will have an increased awareness of skills/approaches used for numeracy and maths and use these to support their children’s learning.	Parental Curricular Evening Early/ First/ Second Number bonds/ Money Tables/ Number Talks Count on us boards/ Fractions and decimals	Questionnaires Parental feedback	Term 1 End of day and evening	
	Maths open morning	Questionnaires Parental feedback	Feb 24	
Class teachers have a robust understanding of maths pedagogy.	What a good maths lesson looks like – early first second Guidance created Review I and t policy to include guidance	CD sessions Maths working party	Feb 24	
Increased attainment and achievement in Numeracy at identified stages.	Assessments end of each block – end of unit/block assessment	CTs to share with DHT/Maths champion	End of block	
	Review end of year Assess compare data from previous year!	Maths working party Gather pupil views/ attitudes/ confidence	March 24 May 24	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress

Framework for School Improvement Planning 2023/24

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 more confident reading and assessment data indicates academic improvement.	ICT programme – individual licenses to support learners with dyslexia	Licenses 57 licenses £564 ICT Software renewal literacy and maths £698 £640	Assessment pre and post	Aug 23 June 24 Interim measure Feb	
Increased confidence and engagement in school. Improved attendance and wellbeing	Junior Duke Award Scheme – targeted at P4 (bronze) and P5 (Silver) year group	Booklets and participation cost £1200	Attitudes surveys pre and post – pupils, parents/carers/teachers	Sept 23 March 24	
100% attendance at trip for those who want to attend.	Payment for P7 residential trip for key children/families	Payment for identified pupils. £600			
Pupils have opportunities to access wide range of reading materials which promote social justice, equality and diversity.	Purchase books to support social justice/ sustainability/ diversity	List from Scottish Bool Trust – pupils in reading committee to select £1000			

School PEF allocation 23/24: £16,200

Total PEF allocated in SIP £16,181 Underspend: £ 19

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2023/24

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023