


**-Section 1: School Information and 3 Year Improvement Plan Priorities**

<b>School/Establishment</b>	Wester Cleddens Primary and Enhanced Learning Resource (ELR)	
<b>Head Teacher</b>	Fiona Kynigos	
<b>Link QIO</b>	Vicky MacKenzie (Whole School/Wider School Setting) Carolyn Burnet (Enhanced Learning Resource - ELR)	

**School Statement: Vision, Values & Aims and Curriculum Rationale**

Information on our school Vision, Values and Aims and Curriculum can be found by clicking on the following link below:

<http://www.westercleddens.e-dunbarton.sch.uk/media/15226/wcps-handbook-2022.pdf>



WCPS Curriculum  
Rationale.pdf

Information on our Curriculum Rationale can be found by clicking on the document icon:

**Looking Forwards – 3 Year Improvement Plan Priorities**

	Session 2024/2025	Session 2025/2026	Session 2026/2027
Priority 1	<b>Developing Inclusive Practices at WCPS (2024-2026)</b> <ul style="list-style-type: none"> <li>➤ CIRCLE Framework Implementation (Year 1 of 2)</li> <li>➤ The Promise at WCPS (Year 1 of 2)</li> <li>➤ Development of Mini and Junior Duke</li> <li>➤ Re-fresh Vision, Values and Aims</li> </ul>		<b>Expressive Arts</b>
Priority 2	<b>Raising Attainment in Literacy (Year 3)</b> <ul style="list-style-type: none"> <li>➤ <i>Including Pupil Enquiry Based Learning</i></li> </ul>	<b>Outdoor Learning, Play and Enquiry Based Learning (Year 2)</b>	<b>Outdoor Learning, Play and Enquiry Based Learning (Year 3)</b>

Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Wester Cleddens Primary and Enhanced Learning Resource (ELR)
<b>Improvement Priority 1</b>	<b>Inclusive Practices at WCPS</b> <i>(including refresh of Vision, Values and Aims)</i>
<b>Person(s) Responsible</b>	Head Teacher, Depute Head Teacher, Principal Teacher, and Principal Teacher (ELR)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> <li>➤ Improvement in children and young people's health and wellbeing</li> <li>➤ Placing the human rights and needs of every child and young person at the centre</li> </ul>	<ul style="list-style-type: none"> <li>➤ School Leadership</li> <li>➤ Teacher Professionalism</li> <li>➤ Parent/Carer Involvement and Engagement</li> <li>➤ School Improvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>QI 1.1</b> Self-Evaluation for Self-Improvement</li> <li>➤ <b>QI 2.1</b> Safeguarding and Child Protection</li> <li>➤ <b>QI 2.4</b> Personalised Support</li> <li>➤ <b>QI 3.1</b> Wellbeing, Equality and Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Closing the attainment Gap</li> <li>➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>

**UNCRC Rights Articles:**

- **Article 2** – All Children have these rights no matter what their differences are
- **Articles 12 & 14** – The right to share your opinion (feedback from all stakeholders);
- **Article 19** – The right to be safe (the classroom/ school as a safe place);
- **Article 23** – If I am disabled, I have the right to special care and education;
- **Article 24** – The right to be healthy (support for all aspects of health – physical, mental, emotional and social);
- **Articles 28 and 29-** The right to learn and be the best you can be;
- **Article 31** – The right to play (linked to physical education outdoors)
- **Article 42** – Everyone should know about children's rights

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>➤ PT and DHT Leading CIRCLE development across school</li> <li>➤ Lead CIRCLE Trainer(s) to attend EDC Professional Learning Communities (PLCs) (29<sup>th</sup> May, 24<sup>th</sup> Oct, 30<sup>th</sup> January, 1<sup>st</sup> May – 3.30 – 5pm, CIRCLE Training May 25)</li> <li>➤ Class Teacher Leadership – leading change in their own classroom and practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time allocated through Collegiate Calendar/ WTA</li> <li>➤ Cover cost for Teaching staff undertaking any leadership responsibility that requires release from class</li> <li>➤ Professional Reading resources; including CIRCLE resources to support inclusive learning and collaborative working</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent Feedback – through School Improvement Planning Survey (<i>Glow Form May 2024</i>)</li> <li>➤ Parent Council background information of CIRCLE Framework presentation (<i>June 2024</i>)</li> <li>➤ Parent Council ongoing involvement in relaying wider Parent Views at PC Meetings</li> </ul>

## Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> <li>➤ Pupil Leadership - <i>Committee Groups, including leading improvement through Rights Ambassadors</i></li> <li>➤ Pupil Leadership – <i>reviewing own class/wider school environment</i></li> </ul>	<p><i>(Education Scotland Resources, and NAIT/Third Space resources)</i></p> <ul style="list-style-type: none"> <li>➤ The Promise, training Resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent Workshop on CIRCLE Framework and what this means within the WCPS – <i>this may be through Parent Council (TBC)</i></li> <li>➤ Regular updates through HT Sway/Newsletter/PC Meetings/Teams/Twitter</li> </ul>
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<ul style="list-style-type: none"> <li>➤ INSET Training – August, October, February and May (Whole Staff including Support Team/Class Teachers)</li> <li>➤ Collegiate Time allocated through WTA</li> <li>➤ Professional Reading <i>(including videos, audios)</i></li> <li>➤ Professional Dialogue <i>(including Peer, SLT, Collegiate, and through Learning Partnership Groups (LPGs))</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Using the CIRCLE Framework as a strategy to support all Pupils within the classroom and school environment</i></li> <li>➤ <i>The Promise – to ensure clear support in place for Care Experience Pupils</i></li> </ul> <p><i>(Framework for Interventions for Equity; 1. Early Intervention and Prevention, 2. Social and Emotional Wellbeing and 7. Using Evidence and Data)</i></p>	<ul style="list-style-type: none"> <li>➤ Staffing – £315/day (TBC) where covered required – TBC</li> <li>➤ Boardmaker Licence - £3000 – 5000 approx.</li> <li>➤ Resources for creating areas within class environments in line with CIRCLE Framework - £2000</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p><b>Increased Teacher and Support Staff confidence and understanding of Children and Young People's additional support needs and Inclusion practices</b></p> <p><b>All Learners at WCPS needs and behaviours will be better understood and supported through CIRCLE Framework</b></p> <p><b>Improved Classroom Environments for Children at WCPS through the effective</b></p>	<ul style="list-style-type: none"> <li>➤ Staff questionnaire to assess prior knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff Pre-training Questionnaire to be completed prior to training</li> </ul>	August INSET 2024	➤
	<ul style="list-style-type: none"> <li>➤ Introduction to The CIRCLE Framework by CIRCLE Lead to all Staff at WCPS</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff Feedback from Initial Introduction to CIRCLE – Evaluation Forms to be completed by all staff participating</li> </ul>		➤
	<ul style="list-style-type: none"> <li>➤ Re-fresh and Update Training for all staff on EDC Including Every Learner (IEL) Policy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation from Staff</li> <li>➤ Post –survey in May 2025 – following on from Staff Survey May 24</li> </ul>	August INSET 2024 and ongoing	➤
	<ul style="list-style-type: none"> <li>➤ CIRCLE Lead/Advisor to attend EDC PLC Sessions throughout the school session 24-25</li> </ul>	<ul style="list-style-type: none"> <li>➤ CIRCLE Lead attendance at PLCs</li> </ul>	September 2024	➤

Framework for School Improvement Planning 2023/24

<b><i>use of the Circle Inclusive Classroom Scale (CICS)</i></b>  <b><i>All learners will experience improved approaches to supporting children and young people using the CIRCLE Framework</i></b>	➤ CIRCLE Lead to feedback from PLCs and provide support to staff throughout Collegiate Sessions allocated as part of WTA and INSETs	➤ Professional Dialogue during Collegiate sessions ➤ Pre and Post-Training Staff Feedback		➤
	➤ Parent/Carer/Family Information Session on the Inclusion at WCPS, CIRCLE Framework and the WCPS Vision for Inclusion	➤ Evaluations form Families	TBC – October 2024	➤
	➤ All Teachers to use CICS individually and with a supportive peer to critically analyse classroom environment	➤ CICS documents completed by Teachers	Ongoing from September 24 – April 25	➤
	➤ Adapted CICS to be used and completed by Pupils to gather feedback on their Learning Environment, Structures and Routines	➤ CIS documents completed by Pupils ➤ Pupil Feedback through Glow Surveys ➤ Pupil Discussion Groups (PDGs)		➤
	➤ Explore the Skills, Supports and Strategies within the CIRCLE Framework	➤ Action Plan documents; including Action Plan Evaluations ➤ Learning Visits Professional Dialogue and Feedback ➤ Pupil Support Group (PSG) Meetings and Discussions		➤
	➤ Create Action Plans using information from staff CICS and Pupils CICS; Educational Psychologist to support staff as required			➤
	➤ Cycle of assessment>plan>change>assess to be implemented to ensure effective implementation of CIRCLE Framework at the initial stages ➤ Educational Psychologist to support staff as required in assessment/plan/change/assess cycle			➤
	➤ Evaluation of Year 1 implementation of the CIRCLE Framework; including evaluating both Pupils and Teaching/Support Team	➤ Post-Survey Pupil and Teaching/Support Team ➤ Parent Feedback from Glow Survey		➤
<b><i>Almost All Staff will have increased confidence and</i></b>	➤ Pre- Training Survey to be completed on ‘The Promise’ by all WCPS Staff	➤ Pre-Training Survey	October INSET	➤

Framework for School Improvement Planning 2023/24

<p><b><i>understanding of ‘The Promise’ and how this aims to improve outcomes for all Children and Young People who are Care Experienced</i></b></p> <p><b><i>Almost All Staff will have an understanding of their responsibility in regards to the implementation of ‘The Promise’ at WCPS, achieving the ‘We Promise’ Award; including an increased understanding and awareness of Learners who are Care Experienced at WCPS</i></b></p>	<ul style="list-style-type: none"> <li>➤ All Staff complete Session 1 1.5hr Training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance at Training Session Record Sheet</li> <li>➤ Completion of Glow Quiz set by Keeping the Promise Award</li> <li>➤ Achievement of ‘We Promise’ Award</li> </ul>	October INSET/ Collegiate Session	➤
	<ul style="list-style-type: none"> <li>➤ All Staff complete Session 2 1.5hr Training</li> </ul>		February INSET/ Collegiate Session	➤
	<ul style="list-style-type: none"> <li>➤ All Teaching and Support Staff to complete E- Learning Module</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ All Teaching and Support Team to complete the Keeping the Promise Quiz and achieve 70% to pass</li> </ul>			
<p><b><i>All learners, and the school community are aware of the refreshed Vision, Values and Aims at WCPS</i></b></p> <p><b><i>Almost all learners can identify the School Values and what these mean in practice</i></b></p> <p><b><i>Almost all WCPS staff can identify the School Values and what these mean in practice; ensuring a consistent approach across the school community</i></b></p>	<ul style="list-style-type: none"> <li>➤ Rights Ambassadors to lead development of whole school refresh of Vision, Values and Aims (VVA), including School Expectation/Behaviour Code (<i>need to check phrasing here –any help appreciated</i>); including presentation at Whole School Assemblies</li> <li>➤ Rights Ambassadors analyse Pupil survey, Staff and Parent information on current VVA</li> <li>➤ Rights Ambassadors to create and survey families</li> <li>➤ Build from responses different options for VVA and create options for families and pupils to select</li> <li>➤ Children to create visuals to support the VVA</li> <li>➤ New VVA to be embedded within classes and across all school communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent/Family Focus Group</li> <li>➤ Staff, Pupil and Parent Surveys</li> <li>➤ Pupil Focus Group</li> <li>➤ Whole School Pupil Voice Survey</li> <li>➤ Pupil Discussion Groups</li> </ul>	Sept 24 – April 25 Ongoing	➤
				➤

## Framework for School Improvement Planning 2023/24

	➤ Displays to be created and prominent around school			
	➤ Assess understanding and awareness of newly implemented VVA	➤ End of year HGIOR Pupil Survey ➤ End of year HGIOS Parent/Family Survey	May 25	➤

### Section 2: Improvement Priority 2

<b>School/Establishment</b>	Wester Cleddens Primary and ELR
<b>Improvement Priority 2</b>	Raising Attainment in Literacy; <i>including development of Pupil Enquiry Based Learning (PEBL) approach (including development of RAiSE within this context)</i>
<b>Person(s) Responsible</b>	Depute Head Teacher, Principal Teacher and Literacy Leads (Class Teachers)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> <li>➤ Improvement in attainment, particularly in literacy and numeracy.</li> <li>➤ Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum and Assessment</li> <li>➤ School Improvement</li> <li>➤ Teacher Professionalism</li> <li>➤ Assessment of Children's Progress</li> </ul>	<ul style="list-style-type: none"> <li>➤ QI 2.3 Learning, Teaching &amp; Assessment</li> <li>➤ QI 3.2 Raising attainment and achievement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improvement in attainment in numeracy</li> <li>➤ Closing the attainment gap between the most and least disadvantaged</li> </ul>

#### UNCRC Rights Articles:

- **Article 2** – All Children have these rights no matter what their differences are;
- **Articles 12 & 14** – The right to share your opinion (feedback from all stakeholders);
- **Article 23** – If I am disabled, I have the right to special care and education;
- **Articles 28 and 29**- The right to learn and be the best you can be

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>➤ Principal Teacher leading Reading Recovery development (Year 2)</li> <li>➤ Pupil Leadership – Committees</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading Recovery CLPL (Year 2) Attendance (cover for PT, where required)</li> <li>➤ Reading Recovery resources (including additional books to add to Year 1 development)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parental Workshops on Reading Recovery approach</li> <li>➤ Parental Involvement in PEBL approach (where relevant)</li> </ul>

## Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> <li>➤ Depute Head Teacher and Teacher leadership – through attendance at EDC PEBL Professional Learning training sessions</li> <li>➤ Teacher Leadership – leading PEBL development at WCPS, including leading Collegiate Sessions and collaboration on PEBL development at WCPS</li> <li>➤ Teacher Leadership – Clicker 8 Training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collegiate Time Allocated through WTA</li> <li>➤ Cover for staff undertaking further CLPL during school day</li> <li>➤ Resources to support PEBL approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent/Family Workshops on new Phonics and Reading Scheme within Primary 1</li> <li>➤ Regular updates through HT Sway/Newsletter/PC Meetings/Teams/Twitter</li> </ul>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>➤ Phonics Training for Class Teachers; including effective use of decodables to support early reading development</li> <li>➤ Visits to identified schools implementing PEBL approach to observe good practice</li> <li>➤ Team planning around PEBL approach</li> <li>➤ Professional reading opportunities</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Clear and consistent universal and targeted approaches to Reading at the early stages of Primary through ELS Phonics and Reading Recovery</i></li> </ul> <p><i>(Framework for Interventions for Equity; 1. Early intervention and prevention, 2. Social and emotional wellbeing, 4. Targeted approaches to Literacy, 5. Promoting a high quality learning experience, 6. Differentiated Support, 8. Employability and skills development, 11. Professional Learning and Leadership)</i></p>	<ul style="list-style-type: none"> <li>➤ Staff Cover for Training and Development of Resources and Planners; approx. £4000</li> <li>➤ ELS Scheme – £7000</li> <li>➤ Laptops to support development of Reading and Writing - £3000</li> <li>➤ Sphero Indis - £2889.98</li> <li>➤ Make-do Sets - £1039.37</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p><b>To improve teacher confidence in the implementation of phonics at early stages of Primary</b></p> <p><b>To continue to raise attainment for all learners in P1 in Reading; an increase in Reading attainment from session 23/24 P1 Cohort</b></p> <p><b>A clear, coherent and consistent approach to Phonics is in place within Primary 1</b></p>	➤ Initial Class Teacher Training on new Phonics Scheme	➤ Pre and Post Survey/Evaluation	➤ August 24	➤
	➤ Primary 1 Class Teachers, HT, DHT and Literacy Lead to familiarise with new resource	➤ Action Plan/Overview of implementation	➤ August/September 24	➤
	➤ Primary 1 Class Teachers and HT to plan the implementation of Phonics and associated reading programme		➤ Aug/Sep 24	
	➤ Implement new scheme within P1		➤ Sep 24	
	➤ Information Session for Families on new Phonics Scheme and Reading Books for Primary 1; the approach to phonics at WCPS	➤ Parent/Family Feedback – Glow Survey/Evaluation	➤ Sept 24 - ongoing	
	➤ Mid-term evaluate implementation of new scheme; assess>plan>implement>assess cycle	<ul style="list-style-type: none"> <li>➤ Professional Dialogue</li> <li>➤ Tracking and Planning Meetings</li> <li>➤ Pupil Discussion Groups</li> </ul>		

Framework for School Improvement Planning 2023/24

<b><i>To continue to raise attainment in Reading for all learners in P2 through implementation of Reading Recovery approaches within the wider class context; Reading Attainment for P2 cohort increases from P1</i></b>	➤ Targeted intervention on Reading for identified group of P2 learners; using the Reading Recovery approach	➤ Tracking and monitoring ➤ Pre and Post data		
	➤ Reading Recovery pedagogy training for targeted year groups; including both Class Teachers and Support Staff	➤ Pre and Post Surveys ➤ Peer Visits ➤ Teaching and Learning Visits		
<b><i>Class Teachers within Primary 4, 5, 6 and 7 will have increased confidence and understanding of the Pupil Enquiry Based Approach to Learning</i></b>  <b><i>Learners in Primary 4,5,6 and 7 will develop their Leadership and Enquiry Based Skills through Pupil Enquiry Based Learning (PEBL) approaches</i></b>  <b><i>Increase in engagement with Reading and Writing through a PEBL approach within P4-P7 initially</i></b>	➤ Identified Class Teacher will attend EDC CLPL Training offer on PEBL	➤ Pre-Post Surveys for PEBL training	➤ Ongoing	
	➤ P6 and P7 Class Teachers who have undertaken PEBL CLPL training, to plan a PEBL approach for the first term within their Class	➤ Tracking and Monitoring ➤ Teaching and Learning Visits ➤ Pupil Discussion Groups	➤ Ongoing throughout session 23-24	
	➤ P6 and P7 PEBL Leads to hold workshop for families to explain the PEBL approach and how this looks at WCPS currently	➤ Parent/Family Feedback gathered from Workshop		
	➤ P4 and P5 Class Teachers, to work alongside P6 and P7 Class Teachers observing PEBL approach in action	➤ Tracking and monitoring ➤ Pupil Discussion Groups with Teachers involved ➤ Pupil Feedback to measure engagement and challenge Pre and Post data ➤ Parent/Family feedback regarding impact of PEBL ➤ Learning Observations from SLT		
	➤ Evaluation of P6 and P7 PEBL planning, implementation and impact on learners; including moderation of completed work against CfE benchmarks			
	➤ P4 and P5 Class Teachers to plan a PEBL approach within their Class, for Term 2 ➤ P6 and P7 to continue with approach			
	➤ P6 and P7 PEBL Leads and Pupils to present to School Team on the PEBL approach at WCPS, planning, implementation, responsiveness			
	➤ Evaluate impact of PEBL and impact on learner, including moderation of work completed over the Session.			

Framework for School Improvement Planning 2023/24

	➤ Plan next steps for development of PEBL at WCPS Session 25/26			
<b>Learners attitudes to writing will improve.</b>	➤ Clicker 8 Training for all WCPS staff led by ELR Team	➤ Pre and Post Staff Survey/Evaluations	➤ Aug 24	
<b>Learners have increased awareness and confidence of writing process and skills.</b>	➤ Targeted group of pupils across P2-P7 identified through analysis of data.	➤ Attainment Data/Tracking and Monitoring	➤ Sept 24-ongoing to May 25	
<b>Targeted/Identified learners (including those affected by poverty and other factors) will show increased in quality of writing produced</b>	➤ Plan of targeted writing support to be agreed with Class Teachers and PT (ELR)/DHT	➤ Teaching and Learning Visits		
	➤ Targeted pupils will work with Clicker 8 to support writing engagement, confidence and development in the classroom environment	➤ Peer Visits		
	➤ Workshop for targeted Families, led by Pupils on Clicker 8; how it is used in school and how it can be accessed at home to support	➤ Pupil Discussion Groups (PDG)		
		➤ Leuven Scale for engagement		
		➤ Family Evaluations		
<b>Increased attainment in writing at all levels.</b>	➤ Review and analysis of data from Pupils, Staff and Families regarding Writing development in Session 23/24	➤ Pupil, Parent and Staff Survey (May 24)	➤ Aug – Sept 24	
<b>Consistency of writing through moderation activities, agreeing standards of writing and achievement of a level at WCPS</b>	➤ Staff Session on Literacy Strategy Resource and implications for Writing at WCPS	➤ Pre and Post Staff Surveys	➤ Aug – Oct 24	
	➤ Class Teachers to use and implement Literacy Strategy Resources to support planning, teaching and learning in their class	➤ Professional Dialogue		
		➤ Tracking and Monitoring	➤ Oct – Ongoing 24-25 Session	
		➤ Teaching and Learning Visits		
		➤ TAC Meetings		
<b>Parent/Carers will have an increased awareness of writing tools and skills and development, and how to develop this</b>	➤ Review of Genres covered across stages within the school	➤ Pre- and Post Staff Surveys	➤ Oct – ongoing 24-25 Session	
	➤ Moderation of Pupil and Teacher Writing assessment grids	➤ Pupil Discussion Groups (PDGs)		
	➤ Adaptation of Pupil and Teacher Writing assessment grids, as agreed following moderation in line with Literacy Strategy Planning Frameworks	➤ Learning and Teaching Visits		
	➤ Moderation of agreed pieces of Writing across the school	➤ Pre-Post Writing pieces		

**Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in Priorities 1-2**

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<ul style="list-style-type: none"> <li>➤ Increased engagement and confidence within school, of identified learners</li> <li>➤ Improved wellbeing and achievement, of identified learners</li> <li>➤ Addressing Cost of School Day, providing further access to Lunchtime and After School Clubs, and school trips</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mini and Junior Duke Aware Programme implemented within our ELR</li> <li>➤ £10/child</li> <li>➤ Approx. cost will be £280</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-measures (as per guidance)</li> <li>➤ Post measure to assess impact</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing throughout session.</li> </ul>	➤
	<ul style="list-style-type: none"> <li>➤ Mini Duke Award Programme implemented in Primary 2 year group and including identified children within our ELR</li> <li>➤ £10/child</li> <li>➤ Approx. cost will be £500</li> </ul>			➤
	<ul style="list-style-type: none"> <li>➤ Junior Duke Award Programme, implemented to target P5 year group and including identified groups of children within our Enhanced Learning Resource</li> <li>➤ £10/child</li> <li>➤ Approx. cost will be £330</li> <li>➤ Resources to support all Mini/Junior Duke Awards - £3000</li> </ul>			➤
	<ul style="list-style-type: none"> <li>➤ Wellbeing based snack and play activities within our Enhanced Learning Resource</li> <li>➤ £300</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre and post measures using Boxall/Leuven scale</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing throughout session.</li> </ul>	➤
	<ul style="list-style-type: none"> <li>➤ Adaptations to curriculum to support trips within the wider community to support access to learning and inclusion throughout the school</li> <li>➤ £1000</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance Data</li> <li>➤ Leuven scale to measure engagement</li> <li>➤ Tracking and monitoring of attainment and achievement data</li> </ul>	➤	➤

Framework for School Improvement Planning 2023/24

	<ul style="list-style-type: none"> <li>➤ Development of further lunchtime and after school clubs; developing Pupils' leadership further and providing access to clubs addressing cost of school day for identified groups of children</li> <li>➤ £1000 for resources to support clubs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wider Achievements and Attendance Tracker</li> <li>➤ HWB Tracker</li> <li>➤ Pupil Feedback</li> </ul>	➤	➤
	<ul style="list-style-type: none"> <li>➤ Improve attendance on P7 Residential Trip for identified children, mitigated cost of school day</li> <li>➤ £1000</li> </ul>	➤ Attendance on Trips	➤ March 2024	➤
	➤ <b>Sumdog Subscription</b>	➤	➤ Ongoing	➤
<b>School PEF allocation 23/24: £33, 075</b>		<b>Total PEF allocated in SIP: £32,339.35</b> <i>*Subscription to be confirmed/some costings are approximates; flexibility for adjustments</i>		<b>Underspend: £735.65</b> <i>* some costing to be confirmed; flexibility for adjustments</i>