

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Millersneuk Primary School
Head Teacher	Greg Caldwell
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.millersneuk.e-dunbarton.sch.uk/

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2024/25	2025/26	2026/27
Priority 1	Raising Attainment through STEM (Literacy - Reading and Numeracy & Mathematics)	Raising Attainment in Reading	Raising Attainment in Reading
Priority 2	UNCRC - Rights Based Learning Rights Respecting School (Gold Award)	Reviewing the Learning & Teaching of Health & Wellbeing	Reviewing the Learning & Teaching of Health & Wellbeing
Priority 3	Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Keeping the Promise	Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Keeping the Promise	Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Keeping the Promise

Section 2: Improvement Priority 1 (Year 3 of 3)	
School/Establishment	Millersneuk Primary School
Improvement Priority 1	Raising Attainment & Achievement through STEM
Person(s) Responsible	DHT 2x Class Teachers (STEM Assessors) STEM Development Officer

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing	school leadership curriculum and assessment parent / carer involvement and engagement	QI 1.1 Self evaluation for self improvement QI 2.2 Curriculum QI 3.2 Raising attainment and achievement QI 3.3 –Increasing creativity & employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> ✓ Tutor Assessors - DHT & Class Teachers leading priority ✓ Pupils - Young STEM Leader (P6 & P7) ✓ Pupils - Young STEM Leader Training (P5) 	<ul style="list-style-type: none"> ✓ SSERC Resources ✓ Education Scotland Website ✓ STEM Resources ✓ Staff & Curriculum Development Budget 	<ul style="list-style-type: none"> ✓ Parent Information Workshops ✓ Parent Information Leaflet ✓ STEM based Family Learning Assemblies
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> ✓ Tutor Assessor Training ✓ Young STEM Leader Training ✓ Professional Reading ✓ Partnership with identified schools 	<ul style="list-style-type: none"> ✓ Promoting a High Quality Learning Experience ✓ Employability & Skills Development ✓ Engaging Beyond the School ✓ Partnership Working ✓ Professional Learning & Leadership 	

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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?	
Almost all pupils will experience high quality teaching as all staff continue to participate in CLPL to increase their confidence and skills when delivering STEM lessons	Working group promote CLPL opportunities Training from STEM Development Officer Team teaching opportunities	Staff Evaluation (Forms Survey) Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring)	August 24 - June 25 Oct Inset Feb inset	
Almost all pupils will have an increased awareness and knowledge of STEM through attending an assembly organised by Young STEM Leaders to discuss and promote the importance of STEM	Young STEM Leaders prepare assembly	Pre/post Pupil Forms Survey	August/September 24 May/June 25	
Almost all pupils will experience greater challenge in Social Studies / Science context through STEM-based learning Almost all pupils will show increased engagement and interest through practical STEM-based learning	Staff will adapt Stage Specific Science & Social Studies planners to reflect more STEM-based focus All staff to audit current resources relevant to their science programmes - new resources identified and purchased Curriculum Development Time	Completed pro forma Evaluation of produced materials Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring)	August 24- June 25	
Almost all pupils will participate in more practical, engineering-based lessons as staff undergo training to support the development the teaching of engineering	Collegiate time Purchasing the Sphero Indi And 'Make Do' resources. EDC Development Officer	Photographic Evidence Staff evaluations Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring)	August 24 - June 25 October InSet	
All P5 pupils will be offered the opportunity to become Young STEM Leaders, leading STEM learning across the school, as identified staff are trained to become Young STEM Leader Tutor Assessors	2x Class Teachers to train as STEM Assessors STEM Assessors lead after-school P5 Young STEM Leaders Club	STEM Assessors Certificate of Completion Young STEM Leaders certificates	September 24 Jan - Mar 2025	
Almost all parents will have an increased knowledge of STEM/ STEM-based learning in class through attendance at Family Learning Assemblies, Parental Workshops and communication from school	All P6 & P7 Young STEM Leaders will plan & organise: - STEM Parent Information Leaflet - STEM Parent Workshops / PowerPoint Staff will plan & organise: - Family Learning Assembly Programme - SEESAW communication of STEM learning	Parent Information Leaflet Parental Workshops Family Learning Assembly overview Parental Feedback	August 24 - May 25	
All children will have the opportunity participate in high quality teacher-led STEM-based outdoor activities linked to various areas of the curriculum	Collegiate time Devising a timetable for all class EDC Development Officer	Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring)Photos of models Seesaw communication to parents	August 24 - June 25	
Almost all pupils will benefit from outdoor STEM-based child-led play in new developed Discovery Zones during social times	Working Party work with P6 & P7 Young STEM Leaders to develop 'Discovery Zones'	Implementation of Discovery Zones Pupil surveys	Sept 24 - May 25	

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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?	
Almost all pupils will experience greater challenge in DYW context through a STEM-based approach Almost all pupils will show increased engagement and interest through practical STEM-based learning in the DYW programme	Collegiate time All staff identify DYW activities to develop a specific & meaningful STEM focus All staff to identify parents / businesses to support DYW (Careers Week) Curriculum Development Time	Completed STEM planners reviewed by peers Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring) Parental Feedback Partnership Feedback	February Inset February - June 2025	
Almost all children are experiencing a high quality approach to the learning & teaching of STEM	Quality Assurance Calendar SMT Learning Walk Pupil Focus Groups	Quality Assurance Programme (Including class visits, pupil focus groups, pupil work monitoring) SMT feedback to teachers Collegiate discussions	February / March 2025	
A pupil consultation shows that most pupils have an increased awareness of the importance of STEM and have developed confidence and new skills	Young STEM Leaders prepare STEM consultations Celebration Assembly	Pre/post Pupil Forms Survey	May / June 2025	
STEM-based approaches to Science / Social Studies / DYW successfully evaluated by all teachers & pupils to ensure almost all children are experiencing high quality learning & teaching	Staff Questionnaire (Post) Pupil Focus Group	Staff Questionnaire (Post) Pupil Focus Group Staff Meeting Minutes	May/June 2025	
Pupil Focus Groups and staff will collaborate to work towards the achievement of the STEM Nation Award	STEM Nation Award paperwork completed by working party & pupil focus groups	Evidence entered into STEM Nation Award paperwork	On-going	

Section 2: Improvement Priority 2 (Year 3 of 3)	
School/Establishment	Millersneuk Primary School
Improvement Priority 2	UNCRC - Rights Based Learning (Rights Respecting School - Gold Award)
Person(s) Responsible	Head Teacher Principal Teacher 3 x Class Teachers Millersneuk Improvement Officers (Pupils) - Steering Group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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	school leadership school improvement parent / carer involvement and engagement	QI 1.1 Self evaluation for self improvement QI 3.1 Wellbeing, equality & inclusion QI 2.5 Family Learning	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> ✓ Principal Teacher leading priority ✓ MIOs & other pupil groups leading elements of priority ✓ EDC Pupil Forum for Children's Right (2x P6/P7 pupils) 	<ul style="list-style-type: none"> ✓ UNICEF website resources ✓ UNICEF RRS Facebook Page ✓ Staff & Curriculum Development Budget 	<ul style="list-style-type: none"> ✓ Parent Information Meeting ✓ Parent Information Leaflet ✓ Family Learning Assemblies (per stage P1-7)
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> ✓ Professional Reading ✓ Collaboration with other schools (Wester Cleddens Primary) 	<ul style="list-style-type: none"> ✓ Social & Emotional Wellbeing ✓ Promoting Healthy Lifestyles ✓ Engaging Beyond the School ✓ Partnership Working ✓ Professional Learning & Leadership 	

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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?	
STRAND A: TEACHING AND LEARNING ABOUT RIGHTS				
Outcome 1: Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.				
Most children and young people are familiar with a wide range of Articles of the CRC.	<ul style="list-style-type: none"> ✓ Pupil Forms survey to ascertain knowledge of rights ✓ Assembly Programme covers a range of articles throughout the year ✓ Rights Board (linking Rights across the curriculum) in each classroom ✓ Pupil Information Leaflet emailed out to families ✓ Paddington Campaign in Primary 1 is a fun way to introduce the 'Rights' to the children ✓ Can You Find Rights All Around You in School? (P2-3) consolidates specific 'Rights' with the children (led by MIOs) ✓ Can You Find Rights All Around You in Community? (P4-7) allows older children to widen their knowledge of 'Rights' (Led by MIOs) ✓ Rights Week - whole school event focusing on a range of 'Rights' and giving lots of opportunities for Pupil Committees to lead learning across the school ✓ Weekly Diaries alert pupils & parents to the weekly 'Rights' focus of assemblies ✓ School Newsletters update pupils, parents and wider community with school's progress to become a Rights respecting School and highlight articles ✓ Older pupils will explore the place of CRC within the wider framework of Human Rights 	<ul style="list-style-type: none"> Pupil Information Leaflet produced by MIOs Pre/post Pupil forms survey results Assembly Programme Overview School Newsletters Photographic evidence from various events organised by MIOs & other pupil committees Wall displays 	<ul style="list-style-type: none"> August 2024 Sep 2024 / February 2025 On-going On-going On-going On-going 	
Most children understand the concept of duty bearers.	<ul style="list-style-type: none"> ✓ Whole School Assembly focusing on the role of 'Duty Bearers' ✓ Staff CLPL - 'Role of Duty Bearers' ✓ Parent Poster - outlining the 'Role of Duty Bearers' emailed to parents ✓ Class Charters revised to include 'the Role of Duty Bearers' ✓ Pupil Committee Charters revised to include 'the Role of Duty Bearers' 	<ul style="list-style-type: none"> Staff Meeting Minutes Duty Bearer Poster Class Charters 	<ul style="list-style-type: none"> September 2024 On-going On-going 	
Most children understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional	<ul style="list-style-type: none"> ✓ Whole School Assembly focusing on ABCDE of Rights ✓ Staff CLPL focusing on ABCDE of Rights ✓ Classroom Display Poster - ABCDE of Rights 	<ul style="list-style-type: none"> Staff Meeting Minutes ABCDE of Rights Poster MIO led Assembly 	<ul style="list-style-type: none"> September 2024 On-going September 2024 	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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Most children and young people understand how local and global issues and sustainable development are linked to rights.	<u>Campaigns</u> (examining the Global Goals for campaigning inspiration): <ul style="list-style-type: none"> ✓ MIOs - Youth Advocacy Toolkit used to facilitate a whole school campaign ✓ Pupil Council & Eco Committee - Action plan from 'Climate Classroom' using Youth Advocacy Toolkit ✓ Digital Leaders Lead Internet Safety Campaign ✓ Sports Council promote healthy activities and organise after-school activities 	Completion of Youth Advocacy Toolkits (MIOs & Eco Committee) Campaigns run across the year by Pupil Committees	September 2024 - March 2025	
Most adults and the wider school community show a commitment to the CRC	<ul style="list-style-type: none"> ✓ Forms survey of staff & parents ✓ Millersneuk's RRS Policy is shared with parents and local community ✓ Staff CLPL organised at the beginning of the year to refresh knowledge & understanding of the CRC using the 'RRSA Spotlight' monthly CPD resources ✓ Parent Information Leaflet is emailed to parents ✓ Parent Information Workshop organised by MIOs to highlight specific UNCRC Articles and the journey of the school towards becoming a 'Rights Respecting School' ✓ Family Learning Assembly Programme for each Year Group P1-7 has a focus on 'Rights' ✓ MIOs organise & run a UNCRC stall at Christmas fair ✓ Weekly Diaries alert parents to the weekly 'Rights' focus of assemblies ✓ School Newsletters update parents and wider community with school's progress to become a Rights respecting School and highlight articles ✓ UNCRC Poster campaign - launched with local businesses 	Pre/post survey results RRS Policy available on School Website / emailed to parents Minutes of Staff Meeting Parent Information Leaflet emailed Parent Information Workshop Family Learning Assemblies UNCRC Information Stall School Newsletters Poster campaign	September 2024 / February 2025 August 2024 September 2024 September 2024 November 2024 October 2024 - March 2025 November 2024 On-going On-going	

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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?	
STRAND B: TEACHING AND LEARNING THROUGH RIGHTS - ETHOS & RELATIONSHIPS Outcome 2: In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. Outcome 3: Relationships are positive and founded on dignity and a mutual respect for rights.				
Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.	<ul style="list-style-type: none"> ✓ Pupil forms survey ✓ HWB Survey ✓ Millersneuk's RRS Policy is shared with parents and local community 	Pre/post Pupil forms survey results	Sept 2024 / Feb 2025	
Most children understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.	<ul style="list-style-type: none"> ✓ Promoting Positive Relationships Policy embedded across the school ✓ Millersneuk working towards achieving the 'STEM Nation' Award which has a focus on equity & fairness 	HWB survey results	Oct 2024 / Feb 2025	
Most children and young people know and trust that the school will act upon any concerns about their rights not being met.	<ul style="list-style-type: none"> ✓ Assembly Programme (including focused assemblies on fairness, dignity and equity) 	Achievement of School Fair Trade Award	October 2024	
Relationships are identified by most children, young people and adults as mutually respectful. There is evidence that respectful relationships are strengthening consistently over time.	<ul style="list-style-type: none"> ✓ School Fair Trade Award - led by Eco Committee ✓ Charitable Events organised by Pupil Council and P7 House Captains ✓ Elements of HWB, RME & Social Studies programmes of study focus on fairness and Equity 	Pupil feedback from 'Dignity' lessons & assemblies	October Inset (CT Planning) Oct/Nov 2024	
Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.	<ul style="list-style-type: none"> ✓ Dignity Toolkit used across the school (P1-7) to teach, reinforce and embed the importance of 'dignity': 			
School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by most children and adults.	https://globaldignity.org/teaching-dignity/teaching-tools/ <ul style="list-style-type: none"> ✓ Explore & Celebrate diversity in a range of ways - assembly programme, celebration days organised by pupil committees & by reviewing aspects of the curriculum e.g. HWB Programme 			

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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?	
<u>STRAND B: TEACHING AND LEARNING THROUGH RIGHTS - ETHOS & RELATIONSHIPS</u> Outcome 4: Children and young people are safe and protected and know what to do if they need support.				
Nearly all children and young people say they feel safe at school and can describe how becoming rights respecting contributes to this. The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).	✓ Pupil 'Forms' survey ✓ Seemis stats re bullying, violent behaviour etc ✓ Consistent approaches in all classrooms to monitoring & tracking pupil HWB: <ul style="list-style-type: none">Daily HWB check-ins in classesPeriodic - 'I Wish My Teacher Knew....' Classroom boxesTermly - HWB Survey	Results of pupil forms survey SEEMIS stats Pupil Focus Group feedback on HWB Tracking	Sept 2024 / Feb 2025 On-going November 2024	
Most children and young people have trust in the school systems that enable them to report any sense of not feeling safe both within and beyond school.				
<u>STRAND B: TEACHING AND LEARNING THROUGH RIGHTS - ETHOS & RELATIONSHIPS</u> Outcome 5: Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. Outcome 6: Children and young people are included and are valued as individuals.				
Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs.	✓ HWB, RME & Social Studies programmes of study ✓ Pupil Forms survey ✓ Pupil Focus Groups	Results of pupil forms survey Feedback from Pupil Focus Groups	September 2024 / Feb 2025 January 2025	
Nearly all children and young people interviewed describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this. The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.				

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?	
STRAND B: TEACHING AND LEARNING THROUGH RIGHTS - ETHOS & RELATIONSHIPS Outcome 7: Children and young people value education and are involved in making decisions about their learning. Outcome 8: Children and young people know that their views are taken seriously				
Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right. Nearly all children and young people explain how they play an active role in their learning.	<ul style="list-style-type: none"> ✓ Pupil 'Forms' survey results ✓ Pupil Focus Groups ✓ Promoting Positive Relationships Policy 	Results of pupil forms survey Feedback from Pupil Focus Groups	September 2024 / Feb 2025 January 2025	
STRAND C: TEACHING AND LEARNING FOR RIGHTS - PARTICIPATION, EMPOWERMENT & ACTION Outcome 9: Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.				
Most children and young people understand their role as global citizens. Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally.	<ul style="list-style-type: none"> ✓ Assembly Programme has a focus on the availability of children's rights across the world ✓ Campaigns (examining the Global Goals for campaigning inspiration): <ul style="list-style-type: none"> • MIOs - Youth Advocacy Toolkit used to facilitate a whole school campaign • Pupil Council & Eco Committee - Action plan from 'Climate Classroom' using Youth Advocacy Toolkit • Digital Leaders Lead Internet Safety Campaign • Sports Council promote healthy activities and organise after-school activities 	Assembly Overview Completion of Youth Advocacy Toolkits (MIOs & Eco Committee) Campaigns run across the year by Pupil Committees	On-going September 2024 - March 2025	

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Section 2: Improvement Priority 3	
School/Establishment	Millersneuk Primary School
Improvement Priority 3	Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Keeping the Promise
Person(s) Responsible	DHT / 3x Class Teachers

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion	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 Improvement in children and young people's mental health and wellbeing

UNCRC Rights:

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 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)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher Leadership related to classroom practice. Pupil Leadership - Pupil Voice Inclusive Classroom Scale CIRCLE Advisor to share learning with all practitioners 	<ul style="list-style-type: none"> Time - see collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required CIRCLE framework tools - CIRCLE resources to support inclusive learning and Collaborative Working (Primary) - resources - Education Scotland Education Scotland Training videos Promise Resources 	<ul style="list-style-type: none"> Parent Feedback - feeding into improvement planning (Glow Forms). Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials Quality assurance processes. Peer/ SMT/professional discussions Professional Enquiry Approaches 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils, especially those with additional support needs. The Promise - support for care experienced pupils (including revisiting the nurture principles) 	N/A

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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?	
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusions and additional support needs	<p>Introduction to The Circle Framework at August In-Service for all staff</p> <p>Circle advisor PLC Sessions throughout the year fed back to school staff</p> <p>Pupil consultation shows that targeted groups of learners have an increased awareness of the strategies and supports that they can access within their learning environment</p>	<p>Staff feedback from initial introduction.</p> <p>Staff pre and post training assessment of knowledge & skills</p> <p>Pupil Voice Tools / Pupil Forum</p> <p>Professional dialogue</p>	<p>August In-Service Day</p> <p>August '24 & June '25</p> <p>June '25</p>	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate classroom environment	<p>Staff use CICS individually and with a supportive peer to critically analyse classroom.</p> <p>Professional discussion</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS.</p> <p>Moderation and evaluation evidence shows increase in universal level supports available to all learners</p>	<p>Term 1 and 2</p> <p>By March 25</p>	
All learners will experience improved approaches for supporting children and young people using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & skills, support and strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS and action plan		
Almost all staff develop their understanding of 'The Promise' to improve outcomes for children and young people who are 'care experienced'.	All staff (Including FM) to watch 2 presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award	Collegiate Staff Meeting (Jan - March '25)	

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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
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 support staff will identify, and through training, indicate higher confidence in using a range of resources to support pupils' literacy & numeracy attainment. Almost all pupils will say that approaches used by support staff to support learning in numeracy & literacy have had a positive impact	A range of CLPL for Support Staff (including PEF Classroom Assistant (CA) / SLA) to support Learning and address the identified attainment gap of children across the school in Literacy and Numeracy & Mathematics (including those affected by the poverty attainment gap)	Resources identified by SLT & Support Staff	Pupil Focus Group Staff Questionnaire (Pre/Post) Pupil Assessments PIRA/PUMA	On-going	
All support staff will indicate higher confidence in using a range of resources to support pupils' health & wellbeing. Almost all pupils will say that approaches used by support staff to support their HWB has had a positive impact	A range of CLPL for Staff (including PEF CA / SLA) to support the health & wellbeing of children across the school (including those affected by the poverty attainment gap)	The Circle (Inclusive Classroom resources) MCD Resources Dyslexia Resources	Pupil Focus Group Staff Questionnaire (Pre/Post) Pupil Assessments	On-going	
Almost all children show an improvement in attainment in literacy and N&M	A programme of support (Timetable) for Literacy and Numeracy & Mathematics introduced, provided by: <ul style="list-style-type: none"> - Non class committed teachers - SMT (HT/DHT/PT) - Support Staff (Including PEF CA/SLA) Targeting identified groups/individuals (including those affected by the poverty attainment gap)	Support Timetable Identified Support Materials	Pupil Tracking & Monitoring Information Pupil Focus group Assessment Results (Pre/Post) (Including school's own assessment & PIRA/PUMA)	Aug - June	
Almost all children indicate that interventions have had a positive impact on their HWB	A programme of support (Timetable) for health & wellbeing, provided by: <ul style="list-style-type: none"> - DHT/EST - working with Support Staff (Including PEF CA / SLA) Targeting identified groups/individuals (including those affected by the poverty attainment gap) with direct interventions including: <ul style="list-style-type: none"> - MCD / Lego Therapy / Lifelink Counselling HWB Champions support children in the playground	Support Timetable Identified Support Materials Lifelink Counsellor HWB Champions Timetable	Pupil Focus Group HWB Assessments HWB Champions Evaluations	Aug - June	

PEF Spend Total	£12 960
SLA (6.63hrs per week)	£3319
Classroom Assistant (15hrs per week)	£7510
Resources to Support Health & Wellbeing	£2131
Overspend / Underspend	£0