School Context *as at 27/06/2024*
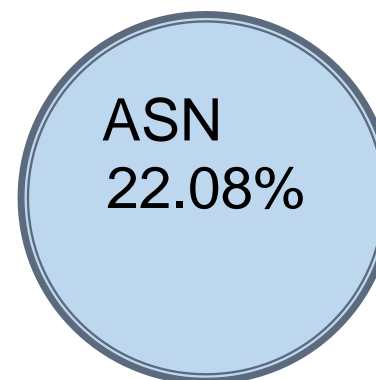
School Roll
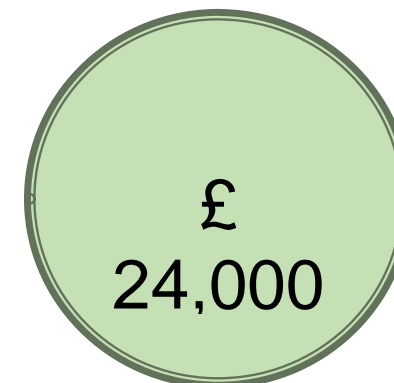
370

School Attendance

Attendance
95%

Percentage ASN

ASN
22.08%

PEF Allocation

£
24,000

SIMD Profile

SIMD 5 75%
SIMD 1 2%
SIMD 2 10%
SIMD 3 7%
SIMD 4 5%

Cycle of Improvement

Completed (2023/ 2024)

- ...*Increased awareness and engagement with UNCRC .*

New developments (for 24-25)

- Inclusive Classroom approach across the whole school.
- Improve attainment in writing. This was recognised in ULTA data as an area for improvement.
- A whole school approach to project based learning in STEM subjects.

Implementation Phase (for 24-25)

...Digital learning to enhance learning and teaching across the curriculum

...Awareness of and engagement with the Global Development Goals.
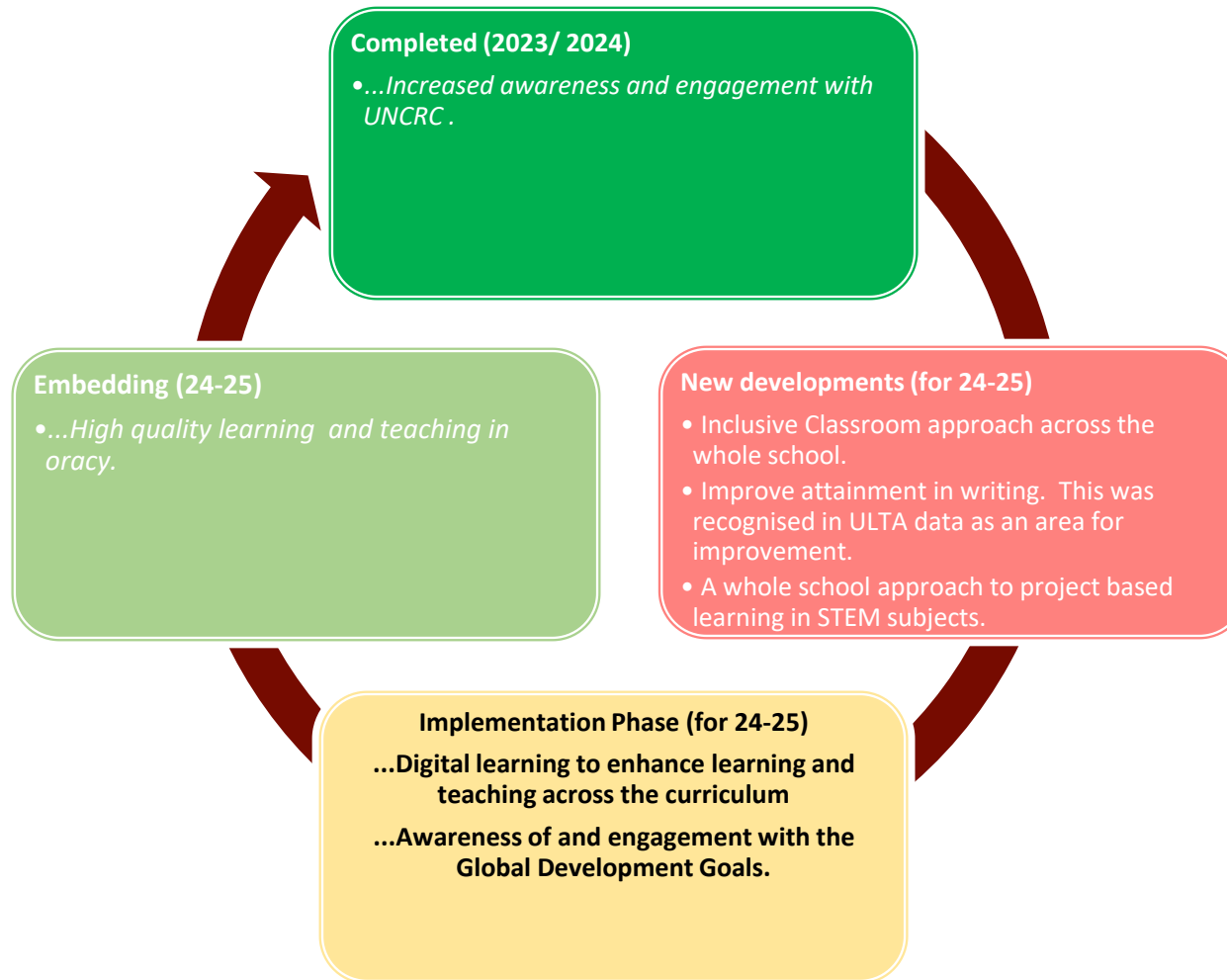
Embedding (24-25)

- ...*High quality learning and teaching in oracy.*

Vision Values and Aims

School Priorities 2024-25

Presence

Consistency in the inclusive classroom. Pupils are supported and needs met within the classroom.

Participation

A project based appoach to STEM subjects leading to all pupils having opportunity to partcipate in high quality STEM experiences

Progress

Whole school approach to improvements in writing with stretch aim of greater than 90% being on track.

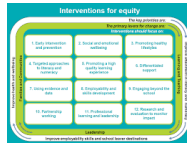**SCHOOL VERSION   SIP Priority 1**

Specific area for improvement	*Improve attainment in writing. Ensuring a consistent approach to explicitly teaching different text types. Tracking progress across all stages more consistently.*
Rationale for Improvement (based on evidence from key stakeholders) Equity Gap (if relevant)	*As children move through the school, the percentage of those marked as on track to achieve national standard falls from greater than 95% (P1) to below 80% (P6)*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item. Choose an item.	**School Leadership** **Assessment of Children's Progress** **Teacher Professionalism** Choose an item. Choose an item. Choose an item.	**Progress**	**7. Using evidence and data** **5. Promoting a high quality learning experience** Choose an item.	**2.3 Learning, Teaching and Assessment** **1.1 Self-evaluation for self-improvement**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
90% of pupils at all stages will be marked as achieving national standard in writing.	• Shared understanding of explicitly teaching text types (ETTT). • All teaching staff to be trained on ETTT. • Moderation of writing across all stages. • Plan in place to introduce particular text types at agreed stages of the school.	• High quality ETTT lessons are observed across the school. • Attainment in writing improves from 80% to 90%.	Steering Group/ Curricular lead	Agreed CLPL sessions as per QA Calendar	PM writing ETTT training for all staff

	• A consistent approach to spelling after the Learn to Read program.	• Shared understanding of achievement of a level. • Teaching of spelling follows agreed pathway across the school. • PSVs to have specific focus on ETTT. • Writing folios to evidence agreed assessment focus.			

Progress

This box should be used to note progress throughout the session

Barnhill Improvement and PEF Plan 2024 - 2025

SCHOOL VERSION   SIP Priority 2
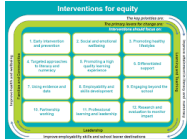
Specific area for improvement	*Improve opportunities for young people to develop skills and knowledge in STEM subjects through project-based learning.*
Rationale for Improvement (based on evidence from key stakeholders) Equity Gap (if relevant)	*A project-based approach to learning in STEM will help to link to learning for sustainability and the Sustainable Development Goals.*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy | **Teacher Professionalism**

School Improvement |

Participation |

5. Promoting a high quality learning experience
8. Employability and skills development
Choose an item. |

3.1 Enquring wellbeing, equality and inclusion
3.3 Increasing creativity and employabiity |

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
All pupils to have opportunity to participate in high quality STEM experiences.	• Curricular lead to attend SSERC "inspiring a sustainable approach to STEM 2024-2027".

• Survey staff on knowledge and confidence in STEM subjects. | • Gather pupil voice (per and post) on challenge questions.
• Do learners and practitioners engage in dialogue about the | STEM lead

Steering group | Ongoing as agreed in QA calendar and WTA | STEM resources as per audit. |

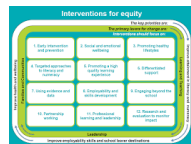|					
	• Audit STEM resources and ensure regular engagement with STEM room. • Create a progression of project based STEM experiences from P1-P7.	development of creativity skills? • Are opportunities to develop creativity skills evident across all areas of the curriculum? • Are learners transferring their creativity skills to new contexts? • Staff survey pre and post SSERC training.			
Progress					

SCHOOL VERSION   SIP Priority 3

Specific area for improvement — *Develop a whole school approach to the inclusive classroom.*

Rationale for Improvement
(based on evidence from key stakeholders) — *Information from Inclusive Practice Audit tool completed with staff highlighted some inconsistencies. Increased level of ASN from P1-P7 resulting in need to ensure children are adequately supported in own classroom.*

Equity Gap (if relevant)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
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	**Teacher Professionalism**	**Presence**	**2. Social and Emotional Wellbeing** **6. Differentiated support** Choose an item.	**3.1 Enquring wellbeing, equality and inclusion** **2.4 Personalised support**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Almost all pupils are supported within their own classroom. Attendance is maintained above 95%	• Agreed procedures for early identification of ASN. • A clear TATC procedure for children with ASN. • Increase engagement with families of children with ASN.	• Increased overall attendance at regular intervals with SFDW and AO. • Increased attendance for children with an identified ASN.	SLT Steering group. Link EP	Identified points in QA calendar to monitor attendance.	

	• Nurture spaces to have clear rationale with focus on children returning to own class. • Work with DEPS to coach teaching staff to develop their own learning spaces to make them more inclusive.	• Monitor numbers of young people accessing nurture spaces.			
Progress					

Summary of PEF Spend

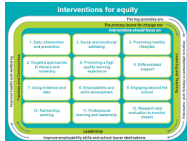| Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff			
Support staff	Breakfast Club PEYSA hours SFDW (2.5 days)		£7,160
Supported study			
Transport			
CLPL	All staff Writing CLPL as per Improvement Priority 1	Improvement Priority 1	£2500
Resources	Subscriptions to support ASN support in literacy and numeracy (Sumdog). Ruth Miskin Portal.		£3124
Payments to other bodies			
Other (please specify)	P7 Residential Trip	Cost of School Day	£2000

Barnhill Improvement and PEF Plan 2024 - 2025

Further PEF Interventions (not included in SIP)	*Type here*
Equity Gap (if relevant)	*Type here*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	 Choose an item.	 Choose an item. Choose an item. Choose an item.	 Choose an item. Choose an item.

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
This should include your intended impact (stretch aim)	Identify the specific actions that will ensure impact on the above priority.	Including baseline measurement methodology. *Including use of HGIOS Challenge questions where appropriate*			

Progress
This box should be used to note progress throughout the session