

Castlehill Primary School and ELR



Improvement Plan 2023-2024



Castlehill—a community of learners



Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities

School/Establishment	Castlehill Primary and ELR
Head Teacher	Mandy Thompson
Link QIO	Marie Donald and Maureen McLeod

School Statement: Vision, Values & Aims and Curriculum Rationale

Castlehill Primary, a two storey building completed in 1965, takes its name from the nearby site of the last Roman Fort on the Antonine Wall and is situated close to Bearsden Golf Course away from the main Bearsden thoroughfares. The playground is partly under grass and partly tarmac. The provision of school shelters is an added advantage during inclement weather. Adjacent to the school is an all-weather sports pitch. We are also lucky to have a sensory garden and an outdoor classroom within our school grounds.

Castlehill is a non-denominational, co-educational school. Our present roll is 201 pupils in mainstream classes and 22 pupils in the Enhanced Learning Resource (ELR). Our SIMD (Scottish Index of Multiple Deprivation) is spread across all Quintile with 25% in Quintile 1 and 2 and 75% in quintile 3-5.

Session 2022-23, a 7 class structure is in operation in the mainstream school and a four class structure in the ELR. Our mainstream class structure is for one class at each stage. Class structures change every year and in accordance with the Authority guidelines to maximise learning in each class. The structure each year is determined by pupil numbers and matched to the number of class teachers allocated to the school.

Castlehill has an Enhanced Learning Resource (ELR), which was established in 1998. The ELR supports children with a variety of needs from Bearsden and Milngavie as well as across East Dunbartonshire Council. Places in the ELR are allocated based on assessment by the Team Around the Child and in line with EDC processes. If you would like more information, please contact the school office who will direct your enquiry to the appropriate member of staff.

The embedded document below details the Vision, Values and Aims at Castlehill, which underpin all that we do:



Castlehill primary
and ELR VV&A.docx

Framework for School Improvement Planning 2023/24

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Raising Attainment in Literacy and Numeracy <ul style="list-style-type: none"> Moderation Cycle: moderating high quality planning, learning and teaching and assessment approaches within Literacy and Numeracy. To raise attainment in literacy and numeracy within the ELR 	Personalised Support (Raising Attainment in L&N) Differentiation IEL policy	Raising attainment in literacy and numeracy.
Priority 2	Curriculum Rationale <ul style="list-style-type: none"> To develop progressive and relevant skills progressions in Expressive ArtsH 	Curriculum Rationale Health and Wellbeing	Curriculum Rationale Sciences
Priority 3	Raising Attainment in H&WB <ul style="list-style-type: none"> To review and refresh Castlehill's Vision, Values and Aims to reflect our status as a Gold Rights Respecting School in consultation with all stakeholders. 	Enquiry/Play based learning	Enquiry/Play based learning (Raising Attainment in H&WB)

Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 1	
School/Establishment	Castlehill Primary and Enhanced Learning Resource
Improvement Priority 1	Raising Attainment in Literacy and Numeracy through engagement in the moderation cycle.
Person(s) Responsible	Head Teacher

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 performance information	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
IOC trained staff supporting staff development sessions. T4W leadership team delivering training. Principal Teacher ELR delivering training. DHT feeding back from work with QAMSO	West Partnership resources on moderation cycle. In-service day 15/8; Curricular meetings: 19/9; 26/9; 22/11; 9/11; 28/11; 5/11; 25/1; 1/2; 27/2; 5/3; 22/5; 6/6 Self-evaluation overviews/formats	Parental workshops and to support targeted approaches, e.g. clicker Feedback to individual parents for targeted groups and individuals through Seesaw, parent consultations, reports and TAC meetings. Feedback to Parent Council on attainment and achievement data.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
West Partnership staff development session on the Learning, Teaching & Assessment Cycle <ul style="list-style-type: none"> • Role of learners within moderation cycle • Experiences and Outcomes within moderation cycle • Learning Intentions and Success Criteria within moderation cycle • Role of evidence within moderation cycle • Role of evaluation within moderation cycle 	Additional staffing allocated to support implementation of Targeted Intervention Groups (TIGs) Careful tracking of identified groups and individuals. TIG overviews outline identified target area, baseline assessment, planned intervention and end of intervention assessment with next steps. Careful tracking through robust, continuous assessment and analysis of class data stories and class tracking circles monitored termly.	Additional staffing November, February and March to target children who, with additional support would be on track. £11, 000 (estimate) Resources and materials for Targeted Interventions: Literacy; Numeracy; Digital Platforms; IT support; £3000	

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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?	
<p>Most children are able to confidently talk about their learning and identify their next steps.</p> <p>Almost all children are making individual progress in their reading.</p> <p>Almost all children are making individual progress in their writing.</p> <p>Almost all children are making individual progress in their numeracy.</p>	All staff will identify and use one child as a case study of professional learning related to the moderation cycle (see meeting outline below).	<p>Tracking of individual engagement to measure baseline, progress across the year and then final impact through:</p> <ul style="list-style-type: none"> Learning walks Peer visits Learning rounds Learning visits <p>Proforma for tracking individual pupil to be created</p>	<p>Across the session</p> <p>Aug 2023 – in-service day</p>	
	<p>Self-Evaluation of all stages of the moderation cycle</p> <ul style="list-style-type: none"> Staff use West Partnership Excel self-evaluation sheet to RAG statements related to 5 areas of moderation cycle. 	<ul style="list-style-type: none"> Pre and post feedback from Staff with analysis of responses. 	Aug Inset	
	<p>Staff meeting 1: Role of learners within the L, T & A Cycle</p> <ul style="list-style-type: none"> Importance of learners at the heart of learning Role of learner at each stage of the moderation process Learners as active participants in own learning. Reflecting on current practice. 	<ul style="list-style-type: none"> All staff will engage in meetings through use of AifL strategies and opportunity for high quality peer and self-reflection. Learning Walks, jotter monitoring and learning conversations week beg 11th September. 	across session	
	<p>Staff meeting 2: Experiences and Outcomes within the L, T & A Cycle</p> <ul style="list-style-type: none"> Importance of Es and Os Key features of planning using Es and Os Value of moderating the planning of learning, teaching and assessment Evaluate practice. 	<ul style="list-style-type: none"> Professional discussions during Planning & Tracking meetings week beg 25th September, 22nd Jan and 6th May. Peer visits week beginning 6th and 13th November. 		

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	<p>Staff meeting 3: Use of Learning Intentions(LI) and Success Criteria (SC) within the L, T & A Cycle</p> <ul style="list-style-type: none"> • Understanding of effective LI and SC • Explore relationship between LI and SC • Understanding importance of LI and SC • Evaluate practice. 	<ul style="list-style-type: none"> • Learning rounds week beginning 5th February. • Learning visits, jotter monitoring and learning conversations week beg 4th March. • Monitoring of Seesaw throughout the year. 		
	<p>Staff meeting 4: Cycle of Learning, Teaching & Assessment</p> <ul style="list-style-type: none"> • Importance of L, T & A (National context) • Key features of L, T & A process • Importance of planning for L, T & A in the context of the cycle • Moderation of planned learning experiences and assessment • Evaluate current practice. 			
	<p>Staff meeting 5: Role of evidence to support moderation</p> <ul style="list-style-type: none"> • What evidence is, the importance of evidence and how it is gathered in a manageable way to support professional judgement • importance of LI and SC • Evaluate practice. 			
	<p>Staff meeting 6: Role of evaluating learning within the L, T & A Cycle</p> <ul style="list-style-type: none"> • Key features of effective evaluation • Explore importance of evaluating learning to inform judgements • Moderation of evaluations • Evaluate practice. 			

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Most children receiving targeted intervention in Literacy will make progress	Staff will use data from Seemis to create a 'Data Story' for their class, signposting to lenses that impact on attainment within individual classes.	Tracking and assessment data Professional dialogue at planning and tracking meetings.	5 th September	
	Continued use of Targeted Intervention Groups (TIGs) to identify pupil needs and appropriate interventions. Additional staff working November, February and March to target children who, with additional support, would be on track.	Tracking of progress using baselines and end of intervention assessment.	Throughout session	
Most children receiving targeted intervention in maths will make progress	Parent/child workshops to showcase interventions to parents which can then be further supported at home.	TIG planning and record sheet clearly defines area being targeted, baseline assessment, planned intervention and post intervention assessment and evaluation with recommendations for next steps.	Throughout session	
	Parent guides for Clicker, Maths and Writing issued to all parents to support consistent support for all children.	Evaluation of parent guides through questionnaires	December 2023	

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Section 2: Improvement Priority 1 (ELR Specific)	
School/Establishment	Castlehill Enhanced Learning Resource
Improvement Priority 3	To raise attainment in literacy and numeracy within the ELR
Person(s) Responsible	Principal Teacher, ELR and newly appointed temp Principal Teacher (0.2)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	performance information curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Class teachers leading on Meaningful Language and CALM 2	CALM trainer course 5 day course Meaningful Language – online accreditation. Educational Psychology supporting introduction of the Circle Framework 2 nd Nov; 9 th Nov; 28 th Nov; 5 th Dec; 27 th Feb; 5 th Mar;	Feedback to Parent Council on attainment and achievement data.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All staff training: CALM 1; Emotion Coaching; Meaningful Language and The Circle Framework.	Careful tracking of identified groups and individuals	Individual and small group resources and equipment to facilitate a highly inclusive learning environment. £1000

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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?	
Most children within the ELR will make individual progress within literacy and numeracy.	Staff training and engagement in using the CIRCLE Framework's Inclusive Classroom Scale (CICS) for developing the classroom environment.	<ul style="list-style-type: none"> Staff engagement during staff meetings. Learning Walks, jotter monitoring and learning conversations week beg 11th September. Professional discussions during Planning & Tracking meetings week beg 25th September, 22nd Jan and 6th May. 	2 nd November	
Most children within the ELR will be engaged in their learning.	Staff training and engagement in using the CIRCLE Framework's Participation Scale (CPS) for identifying and measuring areas affecting a learner's participation.	<ul style="list-style-type: none"> Peer visits week beginning 6th and 13th November. Learning rounds week beginning 5th February. Learning visits, jotter monitoring and learning conversations week beg 4th March. Monitoring of Seesaw throughout the year. Ferre Laevers observations will show an increase in wellbeing and engagement. 	9 th November	

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Most children with difficulties within the area of self-regulation will experience reduced anxiety and increased positive wellbeing.	<p>Staff training in CALM 1. Staff will develop increased confidence in understanding and implementing de-escalation techniques.</p> <p>Staff training in Emotion Coaching.</p>	<ul style="list-style-type: none"> Tracking will show a reduction in Violence Against Staff incidents and incidents of restraint and seclusion. 	<p>CALM 1: 28th Nov and 2nd December.</p> <p>Emotion Coaching: 5th March</p>	
Children with significant speech and language difficulties will make individual progress in wellbeing and engagement,	Staff training in meaningful speech.	<ul style="list-style-type: none"> Ferre Laevers observations will show an increase in wellbeing and engagement. 	27 th February.	

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Section 2: Improvement Priority 2	
School/Establishment	Castlehill Primary and ELR
Improvement Priority 2	To develop progressive and relevant skills progressions in Expressive Arts
Person(s) Responsible	Depute Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school leadership	QI 2.2 Curriculum QI 3.3 Increasing creativity and employability	Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Curriculum working party (members still TBC)	Examples of different Expressive Arts Progressions from different schools and Councils: Meetings throughout session 19/9; 26/9; 28/11; 5/12; 27/2; 5/3;	Consultation with Parent Council and wider Parent body through Newsletters and Meet the Teacher Aug 2024 Contribution to out of school clubs Parent skills within areas of Expressive Arts
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Working party meetings exploring experiences and outcomes within Expressive Arts	Tracking of out of school clubs for all children. Targeted support to ensure participation for vulnerable pupils.	

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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?	
Children will be able to identify key skills developed within interdisciplinary learning. (Year 2)	Staff bought out of class to complete Social Studies Planners.	Professional discussion at planning and tracking meetings shows increased confidence in skills development across Social Studies.	Sep 2023; Jan 2024 and May 2024	
Children will be able to make meaningful links across curriculum subjects. (year 2)	Children's views gathered through questionnaire during Family time on new approaches to Social Studies	Pupil Learning Conversations Nov and March Analysis of pupil feedback. Changes to overview in response to pupil feedback	Nov and March Dec 2023	
Children will be able to identify key skills learned within the 4 areas of Expressive Arts: Drama; Art; Music and (Year 3) Staff will have a greater understanding and confidence to deliver a skills based	Create curriculum development working party with sub groups for Drama; Art; Music and Dance building on staff interests and strengths. Staff reflection on the refreshed narrative within the area of skills development in Expressive Arts taking cognisance of the 4 capacities and contexts for learning. Identify Parental expertise within different areas of Expressive Arts.	Professional discussion at staff working party meetings, shows increased understanding and confidence of skills progression across the Arts. Professional discussion at planning and tracking meetings shows increased confidence in skills development across Expressive Arts (year 2) Expressive Arts Parent Pulse Group.	Aug 2023	

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	Increased opportunities for pupils to participate in Council and National competitions, celebrating skills across the Arts (Year 2)	Professional discussion at planning and tracking meetings (year 2)		
	Staff engagement with Art experiences & outcomes/skills within benchmarks.	Quality of planning (year 2)		
	Staff create a skills progression for Art, outlining opportunities for high quality, rich assessment.	Children's learning conversations (year 2)		
	Opportunities for staff to moderate the learning, teaching and assessment cycle when planning high quality Art experiences for children.	Feedback from Parent Council, Parent body and children.		
	Staff engagement with Drama experiences & outcomes/skills within benchmarks.		Meetings throughout session 19/9; 26/9; 28/11; 5/12; 27/2; 5/3;	
	Staff create a skills progression for Drama, outlining opportunities for high quality, rich assessment.			
	Opportunities for staff to moderate the learning, teaching and assessment cycle when planning high quality Drama experiences for children.			

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	<p>Staff engagement with Music experiences & outcomes/skills within benchmarks.</p> <p>Staff create a skills progression for Music, outlining opportunities for high quality, rich assessment.</p> <p>Opportunities for staff to moderate the learning, teaching and assessment cycle when planning high quality Music experiences for children.</p>			
	<p>Staff engagement with Dance experiences & outcome/skills within benchmarks.</p> <p>Staff create a skills progression for Dance, outlining opportunities for high quality, rich assessment.</p> <p>Opportunities for staff to moderate the learning, teaching and assessment cycle when planning high quality Dance experiences for children.</p>			
	Create Castlehill 3 year progressive overview for each if the 4 areas of Expressive Arts.			
	Update curriculum Rationale			
			June 2024	

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	<p>Run out of school clubs for children across all stages to measure increased interested in Expressive Arts. (year 2)</p> <p>Increased opportunity for pupils to lead learning: Fun 31.After school clubs, in class leadership. (year 2)</p>	<p>Increased sign up for Expressive Arts after school clubs.</p> <p>Skills observed within Expressive Arts after school clubs.</p> <p>Pupil leadership observed when leading Expressive Art focused session within Fun 31 and afterschool clubs. (Year 2)</p>	Across Session	
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Section 3: Improvement Priority 3	
School/Establishment	Castlehill Primary and ELR
Improvement Priority 3	To review and refresh Castlehill's Vision, Values and Aims to reflect our status as a Gold Rights Respecting School in consultation with all stakeholders.
Person(s) Responsible	Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	parent / carer involvement and engagement school leadership	QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Curriculum working party (members still TBC)	Consultation tools: menti-meter; glow forms, questionnaires, surveys	Consultation with Parent Council and wider Parent body through Newsletters and Meet the Teacher Aug 2024, surveys and questionnaires.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
WOSDEC training Review of other schools' VV&A	New Vision, Values and Aims identify and reflect equity challenges within our school community. Partnership working with all families	

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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?	
<p>All children will be able to describe the process of this year's review of Castlehill's Vision, Values and Aims and how it reflects the UNCRC.</p> <p><u>Increased opportunities for pupil participation throughout the school.</u></p> <p>Parents will be able to share process of this year's review of Castlehill's Vision, Values and Aims and how it reflects the UNCRC.</p>	<p>Create Vision, Values and Aims working party.</p> <ul style="list-style-type: none"> Looking at examples from other schools. Looking to other Gold schools who reflect UNCRC within V, V & A in Explore and identify ways of sharing refreshed V, V & A e.g. signature in emails; letterheads; policies; website; Twitter 	<ul style="list-style-type: none"> Pupil learning conversations Feedback from learning conversations, class sessions and assemblies. Feedback from EDC pupil forum meetings and events 	Aug 2023	
<p>Almost all children will be able to identify core values, describing what they mean and how they how they relate to children's rights.</p> <p>Parents will be able to identify Castlehill's core</p>	<p>Gather information on core values from Staff.</p> <ul style="list-style-type: none"> Surveys/questionnaires Working party discussions 	<p>Qualitative and quantitative feedback through:</p> <ul style="list-style-type: none"> Questionnaires; Forms Pulse groups Learning conversations Family time feedback. 	From Sep 2023	
	<p>Gather information on core values from pupils.</p> <ul style="list-style-type: none"> Core values assemblies Sessions in classes Family time sessions. Homework tasks 		From Sep 2023	

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values and talk about them with their children.	Gather information on core values from parents and Stakeholders: <ul style="list-style-type: none"> Information stand at Meet the Teacher Homework Tasks Surveys Parent Pulse Group. 		From Sep 2023	
<p>Most children will be able to identify and explain the Castlehill's refreshed vision and how it relates to children's rights.</p> <p>Parents will be able to identify and talk about Castlehill's vision with their children.</p>	Gather information on school vision from Staff. <ul style="list-style-type: none"> Surveys/questionnaires Working party discussions 	Qualitative and quantitative feedback through: <ul style="list-style-type: none"> Questionnaires; Forms Pulse groups Learning conversations Family time feedback. 	From Sep 2023	
	Gather information on the school vision from pupils. <ul style="list-style-type: none"> Assemblies Sessions in classes Family time sessions. Homework tasks 		From Sep 2023	
	Gather information on the school's vision from parents and Stakeholders: <ul style="list-style-type: none"> Information stand at Meet the Teacher Homework Tasks Surveys Parent Pulse Group. 		From Sep 2023	
<p>Most children will be able to identify and explain the Castlehill's refreshed aims how they relate to children's rights.</p> <p>Parents will be able to identify and talk about</p>	Gather information on school aims from Staff. <ul style="list-style-type: none"> Surveys/questionnaires Working party discussions 	Qualitative and quantitative feedback through: <ul style="list-style-type: none"> Questionnaires; Forms Pulse groups Learning conversations Family time feedback. 	From Sep 2023	
	Gather information on the school's aims from pupils. <ul style="list-style-type: none"> Assemblies Sessions in classes Family time sessions. Homework tasks 		From Sep 2023	

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Castlehill's aims with their children.	Gather information on the school's aims from parents and Stakeholders: <ul style="list-style-type: none"> • Information stand at Meet the Teacher • Homework Tasks • Surveys • Parent Pulse Group. 		From Sep 2023	
Most children will be able to talk about the process of retaining Gold Rights Respecting Status, describing what Castlehill does that celebrates the UNCRC.	<p>Cross stage Rights Respecting Steering group created and taking lead role in gathering views and planning next steps.</p> <p>P7 pupil participation in My Voice, My Choice (EDC pupil forum) will share impact of work on wider EDC community.</p> <p>Preparation of portfolio for Gold Rights Respecting Reaccreditation in June</p>		<p>From Sep 2023</p> <p>Throughout session</p> <p>June 2024</p>	

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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
Most P6 and P7 girls will report a positive impact on their wellbeing; specifically, friendships, self-esteem and self-image.	Targeted intervention on wellbeing for girls in relation to: <ul style="list-style-type: none"> • Friendships • Self-esteem • Self confidence • Self-image 	Appointment of temporary PEF funded PT April – June 2023 £5429 (rest carried over from last session)	SHINE data Questionnaires pre and post intervention.	April – June 2023	
Most children in P1-7 will have a consistent understanding of the differences between conflict, nasty/mean behaviour and bullying.	Class sessions in P1-3 and ELR 3 & 4 exploring changes to anti-bullying policy.	Appointment of temporary PEF funded PT April – June 2023 £5429 (rest carried over from last session)	Survey outcomes	June 2023	
Most children in P1-3 will make progress in their social and emotional wellbeing	High quality play resources and materials within infant playroom.	£3000	Ferre Laevers observation data. Tracking of social skills Tracking a play skills	Throughout session	
All children will be able to attend trips and out of school events, despite family circumstances	Support from Trips/out of school events for vulnerable children affected by Cost of Living Crisis	£1571	Attendance data from trips/out of school events.	Throughout session	

School PEF allocation 23/24: £ 25, 000 Total PEF allocated in SIP £25, 000_____ Underspend: £ 0