



Education

## Establishment Improvement Plan 2024-25

School Name: Glassary Primary School

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## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2024-25

### National Improvement Framework Key Priorities

- 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
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• School and ELC leadership</li> <li>• Teacher and practitioner professionalism</li> <li>• Parent/carer involvement and engagement</li> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>

### Strategic Priorities 3 Year Cycle

2024-25	2025 – 2026:	2026 – 2027:
<ul style="list-style-type: none"> <li>• Refresh of Vision, Values and Aims</li> <li>• Ensuring Depth, Breadth and Challenge for all learners</li> <li>• Learning for Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Learner journey and agency – whose learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Digital learning</li> </ul>



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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2024-25		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>			<b>Collaboration and Consultation</b>		
			<b>Who?</b>	<b>When?</b>	<b>How?</b>
			Pupils	Termly	Learning conversations
			Families	Termly	Surveys, workshops
			Staff	Termly	Collegiate working, coaching
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>		<b>Argyll and Bute Education Key Objectives</b>		
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>		
<b>Priorities</b>	<b>Proposed Outcome and Impact</b>	<b>Measures</b>	<b>Linked to PEF (Y/N)</b>		

<ul style="list-style-type: none"> <li>Refresh of Vision, Values and Aims</li> </ul>	<p>By May 2025, all children, staff and parents/carers have been involved in the co-creation of a school vision, values and aims statement that reflect our current and long-term priorities for learning and life.</p>	<p>Refreshed vision, values and aims statement in place.</p> <p>100% of children, staff and pupils will be clear about what we want school to achieve for our children and be able to explain clearly why we do what we do in school.</p> <p>Curriculum rationale reflects the refreshed vision, values and aims.</p>	N
<ul style="list-style-type: none"> <li>Ensuring Depth, Breadth and Challenge for all learners</li> </ul>	<p>By May 2024, all staff have increased confidence in planning challenge activities that stretch all children and in particular those who have the potential to exceed expectations in relation to all or some elements of the curriculum.</p>	<p>100% of staff have engaged with professional learning relating to providing appropriate challenge for all learners.</p> <p>Almost all children are meeting or exceeding expectations for literacy and numeracy</p>	Y
<ul style="list-style-type: none"> <li>Learning for Sustainability</li> </ul>	<p>By May 2024, all teaching staff have increased confidence to actively support, embrace and promote the principles and practices of sustainability across all aspects of their teaching and leadership of learning. A number of partners from the community will have provided support and expertise.</p>	<p>100% of staff and a number of parents/carers/community partners have engaged with professional learning and collaboration around supporting learning for sustainability.</p> <p>All children are able to talk confidently and knowledgeably (at a developmentally appropriate level) about how adults and children can tackle climate change and co-create a sustainable, equitable future.</p>	N

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.**

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2024-25
Strategic Priority 1:	Title: Refresh of Vision, Values and Aims	
	<div>Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</div>	<div>Article 5 (parental guidance and a child’s evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.</div> <div>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.</div>
National Improvement Framework Key Priorities		
<ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><li>Improvement in children and young people’s health and wellbeing</li><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li><li>Improvement in attainment, particularly in literacy and numeracy.</li></ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives

<ul style="list-style-type: none"><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer involvement and engagement</li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul>	<ul style="list-style-type: none"><li>1.1 Self Evaluation for self-improvement</li><li>1.2 Leadership for learning</li><li>1.3 Leadership of change</li><li>1.4 Leadership and management of staff</li><li>1.5 Management of resources to promote equity</li><li>2.1 Safeguarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning teaching and assessment</li><li>2.4 Personalised support</li><li>2.5 Family learning</li><li>2.6 Transitions</li><li>2.7 Partnership</li><li>3.1 Ensuring wellbeing, equality and inclusion</li><li>3.2 Raising attainment and achievement/Securing children's progress</li><li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li></ul>	<ul style="list-style-type: none"><li>Raise educational attainment and achievement for all</li><li>Use performance information to secure improvement for children and young people</li><li>Ensure children have the best start in life and are ready to succeed</li><li>Equip young people to secure and sustain positive destinations and achieve success in life</li><li>Ensure high quality partnership working and community engagement</li><li>Strengthen leadership at all levels</li></ul>		
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"><li>Learning together opportunities. This will build on family engagement in learning opportunities that took place outside the classroom in session 2023/24 and ensure that all parents and carers can experience first-hand what learning in our classrooms is like for their children. This will then help them to identify what our vision, values and aims should be moving forward. This will be achieved through two offers to parents/carers:</li><li>Parents/carers will be invited to come in and experience how learning in the classroom works alongside their child at some point in the year. We know that many of them work, so we will be asking them to give us dates when this might work for them.</li><li>Family members will be invited to come in and talk about their career; as adults we are all role models and sources of inspiration and information for all of the children in our community. In order that they can find out about a range of jobs and career opportunities, we would like parents/carers to come and talk about</li></ul>		Head Teacher	By end of April 2025	<p>All children will have had the opportunity for at least one of their parents/carers or family members to experience learning and teaching alongside them in class, so that they can experience the reality of what and how we learn in our school and why.</p> <p>Attendance levels for all children exceed 95%.</p>



<p>the work they do and the path they took to get into it. If they can't attend in person due to work or other commitments, you could perhaps record a video message.</p> <ul style="list-style-type: none"> <li>Series of consultation opportunities for pupils, parents and staff to discuss and agree our vision, values and aims moving forward. This will involve a range of opportunities for voices to be heard and opinions considered – including surveys, meetings and individual conversations. This will also link with the refreshed vision, values and aims of Scottish Education and Argyll and Bute Education Service.</li> </ul>	<p>Head teacher and all staff.</p>	<p>By the end of May 2025.</p>	<p>Refreshed vision, values and aims statement in place. All children, staff and parents/careers will be clear about what we want school to achieve for our children and be able to explain clearly why we do what we do in school. Curriculum rationale reflects the refreshed vision, values and aims.</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2024 -25
<p><b>Strategic Priority 2:</b></p>	<p>Title: Ensuring Depth, Breadth and Challenge for all learners</p> <div> <p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> </div>	

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none"> <li>• School and ELC leadership</li> <li>• Teacher and practitioner professionalism</li> <li>• Parent/carer involvement and engagement</li> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> <li>• Performance information</li> </ul>	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>		
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress	
<ul style="list-style-type: none"> <li>• All staff will engage with curated and trusted Professional Learning Opportunities relating to planning challenge activities that stretch all children and in particular those who have the potential to exceed expectations in relation to all or some elements of the curriculum, including but not exclusive to:</li> </ul>	Class teachers, supported by Head Teacher	Throughout session 2023-34.	Short, long term and individualised plans in place to support the	

<ul style="list-style-type: none"> <li>• <a href="#">A summary of resources relating to highly able learners   Resources   National Improvement Hub (education.gov.scot)</a></li> <li>• <a href="https://www.gla.ac.uk/research/az/ablepupils/resources/information/guidanceforschools/">https://www.gla.ac.uk/research/az/ablepupils/resources/information/guidanceforschools/</a></li> </ul>	<p>and Principal Teacher</p>		<p>learning targets for each class and child.</p> <p>All children are meeting or exceeding expectations for literacy and numeracy.</p> <p>Attendance levels for all children exceed 95%.</p> <p>Records of Professional Learning undertaken and coaching conversations.</p> <p>Feedback which evidences increased staff confidence.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2024-25
Strategic Priority 3:	Title: Learning for Sustainability		
	<p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p>Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p>
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives

<ul style="list-style-type: none"><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer involvement and engagement</li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul>	<ul style="list-style-type: none"><li>1.1 Self Evaluation for self-improvement</li><li>1.2 Leadership for learning</li><li>1.3 Leadership of change</li><li>1.4 Leadership and management of staff</li><li>1.5 Management of resources to promote equity</li><li>2.1 Safeguarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning teaching and assessment</li><li>2.4 Personalised support</li><li>2.5 Family learning</li><li>2.6 Transitions</li><li>2.7 Partnership</li><li>3.1 Ensuring wellbeing, equality and inclusion</li><li>3.2 Raising attainment and achievement/Securing children's progress</li><li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li></ul>	<ul style="list-style-type: none"><li>Raise educational attainment and achievement for all</li><li>Use performance information to secure improvement for children and young people</li><li>Ensure children have the best start in life and are ready to succeed</li><li>Equip young people to secure and sustain positive destinations and achieve success in life</li><li>Ensure high quality partnership working and community engagement</li><li>Strengthen leadership at all levels</li></ul>	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>All staff will engage with curated and trusted Professional Learning Opportunities relating to Learning for Sustainability, including but not exclusive to:</p> <ul style="list-style-type: none"><li><a href="https://education.gov.scot/learning-in-scotland/programmes/learning-for-sustainability/">https://education.gov.scot/learning-in-scotland/programmes/learning-for-sustainability/</a></li><li>Leadership for Sustainability: Saving the planet one school at a time by David Dixon</li></ul> <p>Head Teacher will engage with Stirling University's Climate Change &amp; Sustainability Education Collaborative Curriculum Development Programme with Professor Mark Priestley, Professor Valerie Drew and Professor Lizzie Rushton.</p>	<p>All staff</p> <p>Head Teacher</p>	<p>Throughout session</p> <p>Throughout session</p>	<p>Records of Professional Learning undertaken and coaching conversations. Feedback which evidences increased staff confidence.</p> <p>In feedback, all children report feeling confident that aspirations to address global warming and achieve net zero within internationally agreed targets are being supported.</p>





## Establishment Maintenance Improvement Planning – Optional

Session: 2023-24

### National Improvement Framework Key Priorities

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

### National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

### HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/  
Developing creativity and skills for life and learning

### Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

### Key Actions (from previous plans):



- Lead the school further along the RRSA journey – work towards and beyond Bronze
- Increase parental involvement in understanding factors affecting learning/regulation and the importance of positive relationships to support learning.
- Increase parental understanding of assessment, progress measurements and tracking.

**Pupil Equity Funding | Planning and Reporting****School Name:** Glassary Primary School

For 2024/25, Glassary Primary School has an allocation of £4900 and a carry forward from 2023/24 of £3,144. A detailed spend plan has been drawn up.

The SIMD picture for the school is limited due to the rural context of the school. Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage.

The school context is outlined in our 2023/24 Standards and Quality Report.

Article 39 (recovery from trauma and reintegration)  
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Article 26 (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## Pupil Equity Funding | Planning and Reporting

### What are you planning to do with your PEF Allocation?

- Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.
- How have you consulted with and involved parents/carers and pupils in the process?
- Aim and expected impact of proposals.
- Plans to work in partnership with other schools/local partners/providers, if applicable
- Link to Our Children, Their Future
- Link to HGIOS 4 Quality indicators / NIF

### How will progress be measured (what, when and how)?

- How will you know your interventions are having an impact/improving outcomes?
- Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).
- Data, new and existing, which will be required.
- Plans for how data will be collected and reported.

### Identify organiser for proposed intervention/project

- Teaching and Learning
- Leadership
- Family and Community

Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Nurture	<p>One to one trauma-responsive support for pupils experiencing challenges with anxiety, focus and regulation.</p> <p>The support will involve identified key worker working closely with the identified pupil and family members to identify strengths and risk factors around progress and attainment in school. The key worker will provide support around completion of the start of year audit (see above Priority 1 - Baseline audit will be undertaken with each child and their parents/carers to establish their understanding of the</p>	<p>Pupils are regulated enough to be able to learn and make progress in line with their potential.</p> <p>Measures:</p> <p>Attendance records - above 95% for identified pupils</p> <p>By May 2025, all pupils identified as underperforming in relation to local and national comparators/individual</p>		

	<p>learning process and their own strengths and challenges in relation to learning. This will be achieved through a questionnaire to be completed at home or, where required, a facilitated conversation.)</p> <p>Key worker will also provide an enhanced level of communication with family members throughout the session to ensure that their voices and views are heard and taken into consideration and that any historic barriers to engagement are overcome (for example system-induced traumatisation of parents and carers of children with care experience or complex additional support needs.)</p>	<p>milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.</p>		
Creative music workshops	<p>Provide continued specialist music and play input to support regulation and develop creative and communal interaction.</p>	<p>By May 2025, all pupils identified as underperforming in relation to local and national comparators/individual milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.</p>		
Literacy and Numeracy	<p>ASN assistant staffing allocated for delivery of focused interventions identified within individual planning for pupils (See above – Priority 2 – (Individual targets will be reflected in planning of daily literacy and numeracy sessions, integrating a range of activities, adapted resources and staffing input.)</p>	<p>By May 2025, all pupils identified as underperforming in relation to local and national comparators/individual milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.</p>		

		Measures – P and A data, SNSA, ACEL		
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## Pupil Equity Funding | Planning and Reporting

### Staff Spend Details

\* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Martine Law	Health and Wellbeing Family Liaison Officer	12.8.24	28.03.25	1 year    months
ANO	ASN Assistant	12.8.24	28.33.25	years    months

### Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input checked="" type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details	Carry Forward 2022 - 2023	PEF Allocation 2023 - 2024
Staffing - £6600 Purchased/Commissioned Services - £960	£ £3,144	£ 4,900
	<b>Mid-Year Spend checkpoint (Dec-Jan)</b> Identify any significant changes in expenditure.	<b>Final spend (End of Session)</b> Identify any significant changes in expenditure.

£

£