



St Peter's RC Primary School



2021 – 22 Standards, Quality & Improvement Plan



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2020 - 2021</p> <p>Priority 1 –Physical Return to School buildings</p> <p>Priority 2 – Improving approaches to Learning, Teaching & Assessment</p> <p>Priority 3 – Supporting the Wellbeing of all</p>	<p>School Improvement Priorities 2021-2022</p> <p>Priority 1 – Improving approaches to learning and teaching in literacy</p> <p>Priority 2 – Developing leadership at all levels</p> <p>Priority 3 – Developing whole-school approaches to targeting gaps in attainment and providing support for pupils with barriers to learning</p>
<p>Context of the school: Including some or all of the following: school vision, value and aims; local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.</p> <p><i>Our school values of kindness, respect and tolerance underpin our attitude to supporting all learners, families and staff. Within COVID-compliant 'bubbles', our staff have worked together to face challenges and seek opportunities. There has been a slight increase in enrolment for the P1 intake for school year 2021-2022. We have gained new families across the school as university students return. Cuts in PSA allocation were softened by the long-term secondment of a bilingual PSA from the English as an Additional Language Service who ably supported P3 children and the Hub. Additional support for learners in P1 – P3 was compromised by the long-term absence of a teacher. Annexe pupils (P4, P4/5 and P5/6) had greater consistent support as the Depute Head Teacher and the Support for Learning teachers became part of their 'bubble'. Academically, most targeted pupils in middle stages made better than expected progress, although wellbeing issues impacted on some. All support for learning for P7 was delivered online throughout the year.</i></p> <p><i>We used feedback from the Quality Improvement Team visit in March 2020 to focus on differentiated teaching and giving kind, specific and helpful feedback in a timely manner to learners. All staff developed digital skills and confidence and accessed individual online development opportunities with Osiris (Mark Burns), the Digital Hub and SALT. Most staff contributed to the wider life of the school, sharing learners' achievements in whole school online assemblies, supporting sacramental preparation and developing areas of the school grounds to make changes for good in our Laudato Si project.</i></p>	

During the period of online learning, the staff team supported each other well, and feedback from parents was very positive regarding online learning, specifically praising the opportunities for Google Meets, feedback from teachers, the focus on wellbeing and the encouragement to learn offline (often with siblings) with our whole-school focus on science. We sustained whole school identity through streaming weekly assemblies, celebrating achievement and involving all class teachers, as well as our House Captains. Our P1 teacher tweeted regularly, however we have still to gain a significant following from our parent body on Twitter. The time and capacity of families to support their children's education varied, depending on the age of children, number of children in the home, parents' own working circumstances and confidence in spoken and written English.

Most pupils achieve targets in line with national average in numeracy. Staff are delivering effective lessons more confidently, and they are targeting support and challenge appropriately. Staff are also often using digital resources, Numicon and other concrete materials to provide stimulating contexts. Some use out outdoor learning is taking place, although there is a lack of consistency here. Some staff are making use of play-based learning approaches, particularly in P1 and P2. Teacher confidence in assessing writing is improving, using appropriate learning intentions and success criteria consistently. Pupils in the upper stages need support to write longer and more relevant texts of different genres to achieve expected national standards. Extended use of home language during lockdown learning has affected English language development. Teachers are using Active Literacy and Reflective Reading strategies to boost vocabulary, comprehension and fluency. Regular group and class discussions of topical events promote accurate grammar, understanding and pronunciation of the words that pupils may encounter in their reading and use in their writing. EAL service have provided targeted support for pupils through a PSA and teacher.

Tracking and review meetings highlight the need for specific interventions. Some teachers manage and record the interventions and their impact well. Training is required to boost teacher and PSA confidence in targeting and implementing specific appropriate and timely interventions.

Staff have a deeper understanding of mental wellbeing and can access support within school from the Health and Wellbeing Co-ordinator, who has completed Mental First Aid training. Almost all learners are being provided with broad learning opportunities to develop skills for learning, life and work within and beyond the classroom. Parental partnership is improving: there is better engagement with teachers and shared understanding of learning targets through Google classrooms and online meetings. Attendance has increased at online Parent Council meetings where there has been greater focus on learning and teaching and the holistic development of each child.

A new Acting Headteacher has been appointed to take the school forward from August 2021.

QI 1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	<p>The SLT use caring and inclusive leadership styles and have an enthusiastic team working together to improve the life chances of all their learners.</p> <p>Staff are developing a better understanding and awareness of how we can work together to promote learner and teacher confidence.</p>	<ul style="list-style-type: none"> • Minutes of staff and learner participation meetings. • Staff Google Classroom page supplements the shared St Peter's Teachers drive to share ideas and resources. 	<p>Supporting staff to develop the confidence and capacity to enable pupil leadership and fuller participation.</p> <p>Build learners' capacity, skills and attributes to succeed in learning, life and work.</p>

Vision and Values	Our shared values focus on children’s wellbeing and development. The vision and aims are central to the drive for improvement across the school.	<ul style="list-style-type: none"> • Our vision, values and aims are displayed on our website and across the school community. • Staff, learners and parents can relate these to ongoing school improvement. • Our values are shared during whole-school assemblies, with a focus on a value each assembly. • Pupils have developed characters to enhance understanding of the school values (Responsible Robin, Kind Koala and Respectful Rainbow developed so far). 	<p>Ensure all stakeholders have a clear understanding of the vision, values and aims of the school and can reflect on these as part of the ongoing school improvement agenda.</p> <p>Continue to engage all stakeholders in reviewing our vision, aims and values.</p>
Senior Leadership	The Senior Leadership Team have clearly established the vision and direction for the school. This needs to be developed across the school.	<ul style="list-style-type: none"> • The Senior Leadership Team can articulate the vision for the school. • Almost all staff and pupils are aware of our school aims and values and put them into practice in classroom and school life. • Senior Leadership make use of the school values when working with learners and carrying out restorative conversations. 	Build on shared understanding of these values to learn and adapt together, taking opportunities to develop capacities.
Teacher Leadership	Most teachers focus on leadership within classroom settings. They are developing their own pedagogy to lead learning in ways that promote opportunities for pupils to learn in ways that best meet their needs.	<ul style="list-style-type: none"> • There is a Quality Improvement Calendar in place and staff are supported and encouraged to engage fully and make suggestions about the learning needed for greatest impact. • SQUIP Action Plans are available on the staff Google classroom for all staff to engage with. • Staff comments in notes and evaluations from meetings / improvement events etc. 	<p>Continue to develop teacher confidence to support increased engagement in school improvement.</p> <p>Develop and support staff leadership at all levels (including curriculum, school improvement and pupil voice).</p> <p>Support staff to engage with SQUIP Action Plans.</p>
School context	<p>Most staff are developing their understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school’s vision, values and aims.</p> <p>Many staff feel confident in contributing to the Catholic ethos of our school.</p>	<ul style="list-style-type: none"> • Staff respond to the needs of learners in relation to social, economic and cultural requirements. • Professional dialogue during tracking and wellbeing meetings helps to build a picture of the particular needs of our learners. • Staff planning and delivery of RERC experiences and outcomes and contributions to sacramental preparation. • Support provided for staff new to denominational schools (mentoring, supported planning and team-teaching). 	<p>Continue regular 1:1 tracking and wellbeing meetings to communicate needs and opportunities for the children in each class.</p> <p>Continue to encourage uptake of Catholic CLPL courses for new staff or those without Catholic certification (e.g., Setting out on the Road course).</p>
Impact	The senior leadership team are beginning to use the vision and values of the school to evaluate improvements.	<ul style="list-style-type: none"> • Links to vision, values and aims are evidenced throughout SQUIP. 	This requires to be more fully established with the wider staff group and articulated more clearly with all stakeholders to develop a common understanding about the school’s core aspirations.

Strategic planning for continuous improvement

Culture for change	SLT have empowered staff across the school to develop the curriculum. There is a need for senior leaders to provide clear leadership and direction in relation to improving the school's curriculum pathways.	<ul style="list-style-type: none"> • Staff check-ins at staff meetings. • Working groups are beginning to take increasing responsibility for developments across the school – e.g., outdoor learning, play-based learning in early years, whole school planning for interdisciplinary learning. • Staff have given feedback on change in a staff wellbeing survey (October 2021). 	<p>Cultivate a culture that empowers staff to share ideas, try new ways of working and learning and feel confident in leading learning.</p> <p>Encourage sustainability of school initiatives and developments.</p>
Effective evaluation to plan change	There is a need for a more effective whole school approach to identifying and agreeing required improvements. There have been many new initiatives and processes over the last two years. We should now evaluate these and reflect on progress before making further changes.	<ul style="list-style-type: none"> • Staff feedback in conversations and completing written evaluations. • Observations of how new resources and methods are being used in class. • Conversations with learners. • Feedback from classroom visits. 	<p>Evaluation of the impact of new methodologies and resources needs to be more robust and systematic, giving opportunities to reflect on progress before making further changes.</p> <p>Seeking opportunities for data collection and analysis to support the process of planning and evaluating change.</p>
Management of change	<p>The strategic direction of improvements for learners and the pace of changes is managed quite well by the SLT.</p> <p>The pace of change has been carefully considered with the commencement of a new Acting Head Teacher.</p>	<ul style="list-style-type: none"> • Evidence through SQUIP evaluation comments (including feedback collated on Google classroom staff area). • Google forms completed by teachers. • Teachers' plans and classroom observations. 	<p>Improve dialogue with staff about improvement priorities.</p> <p>Continued whole staff involvement in reviewing the pace of change and identifying key priorities.</p>
Achieving change	We need to continue to build confidence and capacity among staff, pupils and all stakeholders to participate fully in improvement planning.	<ul style="list-style-type: none"> • Minutes of staff meetings, Parent Council and Pupil Council. • Posts on school website and Google classrooms. 	<p>Use increased online opportunities to involve the Parent Council and the wider parent body in school improvement activities.</p> <p>Increase the use of surveys and data gathering with all stakeholders.</p> <p>Ensure that planned tracking meetings with staff have a clear focus.</p>
Collegiate learning	The culture of collegiate learning continues to develop with staff supporting one another to build digital skills, learner participation and opportunities for learning outside the classroom.	<ul style="list-style-type: none"> • Discussions at PRD meetings and professional learning records. • Collaboration on Google staff classroom. • Notes from Learner Participation meetings. 	We need to extend collaborative leadership opportunities for all staff, linked to evidence-based improvements.

Implementing improvement and change

Summary statement	Attempts have been made to embed a culture of consultation and shared decision making among the staff group. There is scope to improve professional learning to increase the sense of collective responsibility to improve outcomes for all learners.	<ul style="list-style-type: none"> • Minutes of staff meetings • Presentations and links to development materials on shared Teachers' Drive. • Regular sharing of CLPL opportunities through staff weekly bulletins. 	The Senior Leadership Team should work on further promoting a culture of consultation and shared decision making. Professional learning should be focused on agreed priorities to improve outcomes for learners.
Looking outward	Staff are encouraged to look outwards and to develop their practice by reading, taking account of research and sharing approaches with other schools and colleagues.	<ul style="list-style-type: none"> • During PR&D meetings, staff commented on reading and online learning. Almost all expressed the wish to learn from colleagues in other schools. • Some staff are engaged in roles which give them the opportunity to work at local / regional level (e.g., QAMSOs and staff representatives). 	<p>The school requires to be more outward-looking by visiting a selection of high-quality settings to observe, reflect on and then implement good practice as appropriate.</p> <p>Continue to build connections within our authority and Regional Improvement Collaborative to gain further exposure to new developments and innovative practice.</p>
Equity	Staff and the Parent Council are fully involved in the creation of the PEF Plan, developing a clear rationale and choosing appropriate approaches.	<ul style="list-style-type: none"> • Staff and pupils were involved in creating our PEF plan with a focus on supporting wellbeing and raising attainment through a Support for Learning teachers working with targeted pupils. Discussions about this year's PEF plans took place but decisions have been left to the new Acting Head Teacher. 	<p>Set out a clear PEF plan that has been created with involvement of a range of stakeholders.</p> <p>Ensure review and evaluation of our PEF plan to assess the impact on attainment and closing the gap.</p>
Planning for Self-evaluation	Self-evaluation practice is required to be developed and deepened to provide clearer analysis of the school's strengths and the areas needed for improvement to ensure a much stronger focus on setting priorities which can provide measurable impact.	<ul style="list-style-type: none"> • Quality Improvement Calendar planned with teaching staff involvement. • Agree measures of success in our SQUIP Action plans. 	<p>Moving forward, the Senior Leadership Team should work with all staff to ensure that improvement planning is based on effective self-evaluation. It should provide clear strategic direction for curriculum development and improving learning and teaching.</p> <p>Creation of a clear quality improvement calendar which does not add significantly to workload and involves a range of evidence.</p>
Self-evaluation including all stakeholders	Staff have taken initial steps to improve approaches to learning and teaching through professional dialogue and evaluation of practice. The full impact of this work is not yet clear.	<ul style="list-style-type: none"> • Classroom visits • Professional reading e.g., Bruce Robertson "The Teaching Delusion". • Professional dialogue, including planning and tracking meetings. • Consistent planning supports and templates are being used. 	Engage staff and pupils in co-creating a standard which exemplifies high quality teaching and learning - example .
Professional learning	All staff are keen to pursue professional learning opportunities to enhance confidence, skills and understanding.	<ul style="list-style-type: none"> • Professional learning discussions and PRD meetings evidence teachers' engagement in professional enquiry 	Senior Leadership team to ensure that time allocated to whole school CLPL is used effectively to inform improvement.

	Learners are benefitting from teachers' openness to new ways of learning and working together.	<ul style="list-style-type: none"> • MyGTCS records evidence their continued professional learning. • Implementation of ideas and initiatives learned from CLPL in classrooms (e.g., play based learning). 	<p>Development of a yearly overview / plan for CLPL nights, with opportunities to learn and develop in areas linked to our school improvement priorities.</p> <p>Continue to work with other RC schools and local / national partners to provide RERC CLPL opportunities.</p>
Impact of planning for improvement	Improvement plans are in place and staff show increasing involvement and ownership of the plans.	<ul style="list-style-type: none"> • Professional dialogue • Impact on learners' outcomes 	<p>School Improvement Plan needs greater clarity and focus on outcomes based on more consistent self-evaluation methods.</p> <p>Development of simple school improvement overviews to share with stakeholders (e.g., parents / carers, pupils and partners).</p>

Q12.3 Learning, Teaching & Assessment

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	Work is ongoing to develop approaches to learning, teaching and assessment to ensure we are meeting the needs of all learners and that all children receive an appropriate level of pace and challenge to maximise their progress.	<ul style="list-style-type: none"> • Classroom observations (in person and online). • Teachers' plans and professional discussions about the plans. • Conversations with learners. • Assessment and attainment data. 	Use In-Service Days and teaching staff professional development time to continue to embed understanding of the Aberdeen City Learning, Teaching & Assessment Framework.
Culture, ethos and relationships	Most staff create a positive and caring ethos to support and nurture pupils. This is underpinned by the school's core values of respect, kindness and tolerance.	<ul style="list-style-type: none"> • Almost all visitors to our school comment on the positive atmosphere and respectful and caring behaviour of the children. • Staff feel appreciated and welcome. • Feedback from most learners is positive. 	<p>Continue to embed the school's vision, values and aims and share with all stakeholders.</p> <p>Continue to develop positive relationships through Learner Participation Groups.</p>

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
			<p>Ensure teaching is underpinned by the school's vision and values in all classes to ensure consistency.</p> <p>Develop systems for collecting ongoing feedback from stakeholders in relation to the school's culture, ethos and relationships (e.g., visitor / partners survey).</p>
Learner engagement	The majority of children are positive about the ways in which they learn, and most children are aware of how target setting supports their learning. The majority of learners are motivated to learn and engage positively in activities, written work, ICT and discussions.	<ul style="list-style-type: none"> Class observations, learner conversations and evidence of learning sampling by school leadership team. 	<p>Plan learning activities well to match learners' interests and needs.</p> <p>Involve pupils in establishing a clear understanding of the purpose of their learning and what is expected of them.</p>
Pace, challenge and relevance to learning	Many teachers work collegiately to ensure consistency across levels and to moderate expectations and outcomes. Whole school contexts have been used to provide meaningful and relevant learning experiences.	<ul style="list-style-type: none"> Stage meeting minutes / notes. Planning documents and feedback. Class observations. Planning for whole school contexts. 	<p>Increase whole-staff involvement in planning and evaluating contexts for learning.</p> <p>Increase learning involvement in planning and evaluating whole-school contexts.</p>
Learner use of digital technology	<p>Teachers and learners have benefited from an increased use of digital technologies during periods of working from home. Technologies are used across the school to enhance learning and teaching.</p> <p>All pupils P4-P7 now have access to an individual Chromebook, and P1-P3 classes have access to class laptops, computers and iPads.</p>	<ul style="list-style-type: none"> Class observations. Learner discussions and feedback. Engagement with learning using digital technologies (e.g., Google Classroom). 	<p>Ensure home access to technologies is available to pupils in upper stages.</p> <p>Pupil voice and involvement in shaping the school's digital strategy.</p> <p>Identify and support staff leadership for the school's digital strategy.</p>

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learner Leadership	Pupil groups are in place to support pupil voice and participation. These groups are used to support learner leadership across a wide range of areas. Pupil groups consist of eco group, rights respecting group, pupil council and pupil leaders (house captains).	<ul style="list-style-type: none"> • Minutes of pupil participation groups. • Digital evidence of learner leadership (e.g., Tweeted photos). • Parent newsletters. 	<p>Increase staff involvement in learner leadership across the school.</p> <p>Reintroduce planned times for learner leadership groups to meet.</p>
Quality of teaching			
Summary statement	<p>Teaching and learning is underpinned by our school's shared ethos. A range of active learning experiences and approaches are used to engage and inspire learners. Play-based approaches are working well in our early years classes, and this is beginning to be developed throughout the school.</p> <p>Teaching staff and support staff use a variety of strategies to support a significant number of pupils with English as an Additional Language.</p>	<ul style="list-style-type: none"> • Class observations. • Planning and assessment data. • EAL planning and strategies. • Class learning slides (shared at assemblies and on Google classroom). 	<p>Ensure consistency in approaches to teaching and learning across the school.</p> <p>Increase planned opportunities for outdoor learning.</p> <p>Develop ways to support play-based approaches throughout the school.</p>
Range of teaching approaches	Most staff make regular use of active approaches to provide meaningful and engaging learning experiences. Play-based and structured play experiences are offered in a number of classes. A number of staff are making more regular use of opportunities to bring learning outdoors. The use of structured programmes to support learning and teaching such as Read Write Inc and Accelerated Reader are building on the range of teaching approaches used.	<ul style="list-style-type: none"> • Classroom environments. • Classroom and outdoor observations. • Learner discussions. 	<p>Re-establish consistency in use of cooperative learning across the school.</p> <p>Further develop classroom environments to ensure access to play experiences in classrooms.</p>
Digital technology used to enhance learning	<p>All teachers make use of whiteboards to enhance learning and teaching.</p> <p>Most teachers are using Google classroom to share some learning activities, and a range of</p>	<ul style="list-style-type: none"> • Class observations. • Digital evidence (Google drives, Google classrooms). • Learner discussions and feedback. 	Develop a St Peter's digital strategy led by learner participation and feedback.

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	<p>digital tools are being used to deliver planned learning.</p> <p>All teachers are making use of Google classroom to share home learning activities which are linked to class learning.</p>		
Delivery of learning, explanations and instruction	<p>Staff have developed skills in delivering clear explanations and instructions, based on the principles of supporting pupils with English as an Additional Language. Staff are beginning to more consistently use learning intentions and success criteria.</p> <p>Learner participation is increasing through planning for contexts for learning, allowing pupils to lead their own learning in this area.</p>	<ul style="list-style-type: none"> • EAL planning and consultations. • Planning documents. • Classroom observations. • Learner discussions. 	A more consistent approach is required to give learners more regular opportunities to lead learning.
Questioning	<p>Most teachers are using questioning well to stimulate discussion and prompt thinking across a range of curricular areas.</p>	<ul style="list-style-type: none"> • Classroom visits. • PR&D discussions and goal setting. 	Staff to work collegiately to share examples of effective use of questioning across the school.
Purpose and relevance of learning	<p>In all classes there is a focus on pupils planning and leading learning within whole-school contexts for learning. All teachers should continue to ensure the purpose of the learning is made explicit by relating to the skills for learning, life and work.</p> <p>The majority of children are able to articulate how well their numeracy and literacy skills help them in real life.</p>	<ul style="list-style-type: none"> • Learner discussions. • Classroom visits. • Feedback from pupil leadership groups. • Weekly assembly presentations from each class with learners sharing their experiences. 	Continue to develop the school's Developing the Young Workforce strategy to ensure consistency in explicitly sharing the purpose and skills involved in learning experiences.
Differentiation of learning	<p>In a few classes, the majority of learners' experiences are, matched to their needs and interests. Improved differentiation is required to ensure appropriate levels of support and challenge is available for learners.</p>	<ul style="list-style-type: none"> • Classroom visits. • Targeted support planning and consultation minutes. • Planning and tracking meeting feedback 	Continue to focus on meeting learners' needs through effective differentiation and share good practice in this area across the school.

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Feedback for learners	In most classes there is a range of verbal and written feedback, however there is a need for learners to be more fully involved and for teachers to focus more on what learners do well and what they need to do to improve.	<ul style="list-style-type: none"> Classroom visits. Learner discussions. Moderation of evidence of learning (jotters, assessment folders etc). 	Develop a shared understanding and common approaches to giving feedback to learners.
Effective use of assessment			
Summary statement	The school is at an early stage of gathering and using assessment information. In key areas of the curriculum, more evidence is being gathered and used to ensure children are aware of their strengths and next steps in learning.	<ul style="list-style-type: none"> Assessment folders. Evidence of learning. Tracking processes (and recorded information on Google Drive). Feedback from planning and tracking meetings. 	Developing more robust approaches for gathering and using assessment information in school.
Assessment Approaches	<p>Teachers are beginning to use a wider range of formative and summative assessments, including standardised assessments to assess progress in literacy and numeracy.</p> <p>There is scope to develop a more holistic approach to assessing skills across the curriculum, with more opportunities needed for children to demonstrate knowledge and understanding and apply their skills in different ways.</p>	<ul style="list-style-type: none"> Tracking sheets for classes. Assessment folders and data. SNSA assessments and data. Feedback from tracking meetings. Assessment data from key school resources (including STAR Reading). 	Further develop assessment approaches in school to ensure evidence is robust and reliable and demonstrates breadth, challenge and application of learning.
Impact of assessment on planning	There is evidence in all classes of assessment information being gathered and used to plan and adapt learning. Assessment information, including SNSA, requires to be used more effectively by teachers across the school to plan and differentiate learning experiences and activities.	<ul style="list-style-type: none"> SNSA data. Assessment information (from folders and data sheets). Feedback from planning and tracking meetings. Planning documents. Reporting for parents / learners. 	Assessment information should be used more effectively to ensure appropriate differentiation in all classes, and to support planning for targeted support and specific interventions.

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Moderation	Teachers are at the early stages of engaging with national benchmarks and moderation activities within the school.	<ul style="list-style-type: none"> • Minutes from stage meetings. • Evidence from QAMSO activities. • Staff evaluations and feedback. 	<p>Develop approaches to support moderation activities in literacy and numeracy in school.</p> <p>Work with ASG and trio partners to develop opportunities for moderation across schools.</p>
Planning, tracking and monitoring			
Planning for learning	Teachers plan using the curricular experiences and outcomes for all curricular areas. Aberdeen City Council progression frameworks are used to provide a record of progression and support differentiation for learners across the school.	<ul style="list-style-type: none"> • Planning documents. • Aberdeen City Council progression frameworks. • Feedback from planning meetings (including records of discussions). 	<p>Develop guidance to support shared approaches to planning across the school.</p> <p>Development of shared planning for RERC with other RC schools to ensure consistency and progression.</p>
Planning with the learner	Children are involved in the planning process through identifying what they would like to learn within a given context. Teachers need to further develop their approaches in this area across the school.	<ul style="list-style-type: none"> • Pre topic planning being used in all classes. • Evidence of learning through assembly sharing show learner involvement and engagement. They also allow an opportunity for learners to reflect on their progress through the sharing of these on Google classroom. 	<p>Develop shared approaches to learner involvement in planning whole-school contexts for learning.</p> <p>Make more effective use of target setting and review across the school.</p>
Tracking and monitoring arrangements / processes	Current arrangements for monitoring and tracking progress allow children who are off track to be identified and appropriate interventions to be put in place. There is a need for continued support to build confidence in teachers' judgement of achievement of a level.	<ul style="list-style-type: none"> • Minutes of Supporting Learners consultations. • Feedback from planning and tracking meetings. • Targeted support planning. • Tracking data. 	Continued use of digital tracking information to support planning and teacher judgement.
Impact of tracking and monitoring, including those	Interventions in place are reviewed and any further action required to support learning is considered. There is scope to ensure these meetings inform subsequent planning of	<ul style="list-style-type: none"> • Feedback from planning and tracking meetings. • Targeted support planning. • IEPs. 	Clear actions to be identified and followed up from Supporting Learners consultations.

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
with additional challenges	planning, teaching and assessment to secure greater pace and challenge across the school.		Engagement with tools to support planning for those with additional challenges.

Q13.1 Ensuring Wellbeing, Equality and Inclusion

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	Within our school setting there is a welcoming and nurturing ethos, based on the principles of the Charter for Catholic Schools. We have close relationships with our learners and families. Learners have a number of opportunities to share their views, including through pupil voice and leadership groups. Most recent parental views were sought on online learning processes, though there is scope to develop increased opportunities for parental feedback and involvement.	<ul style="list-style-type: none"> • Parent survey 2021 (online learning processes). • Feedback from parents, pupils and partners / other key stakeholders. • Learning Walks and classroom visits. • Vision, aims and values in action (assemblies, mascots etc). 	Develop more regular opportunities for parents to be involved in sharing their views and engage in the life of the school (in line with current guidance).
Wellbeing of all refer to Wellbeing indicators	We have established a good, shared understanding of wellbeing amongst young people, staff and parents. Senior Leadership recognise that there is scope to extend use of the wellbeing indicators across all aspects of school life.	<ul style="list-style-type: none"> • Assemblies are building an awareness of the wellbeing indicators in action. • Professional dialogue and discussions about learners are centred upon the wellbeing indicators. All teaching staff use wellbeing indicators to reflect on pupil support needs and wellbeing concerns. • Planned use of SHANARRI webs for pupils to reflect on their development in relation to the wellbeing indicators. 	Continue to build the understanding of parents and partners in the use of the wellbeing indicators.
Quality L&T for all	In most classes, universal support is planned effectively to support all learners. Systems are in place for staff to work with the Supporting Learners teacher to plan support and interventions at class-level.	<ul style="list-style-type: none"> • Feedback from learners and pupil voice groups. • Classroom visits. • Planning for targeted support and individuals. • Records of consultations and feedback from tracking meetings. 	We need to develop better systems for making use of all staff to deliver support and interventions, including PSAs across the school.

Relationships of all	Caring and supportive relationships are evident across the school, which reflect the school's values and the principles of the Charter for Catholic Schools. There is a strong sense of community in the school. Staff and partners are proactive in promoting positive relationships in the classroom, outdoor areas and the wider learning community.	<ul style="list-style-type: none"> • Classroom visits. • Feedback from pupils, parents and partners. • Visible positive relationships in school. • Low numbers of behaviour incidents referred to Senior Leadership. • A shared Catholic community continues to be supported through online Masses, weekly faith-based assemblies and class visits from our school priest. 	Continue to build on positive relationships with a change in the leadership team.
Children's individual needs and rights	Staff work together to plan ways to meet individual needs across the school. The school has a strong commitment to ensuring the rights of all children are considered and respected. Pupil voice groups and learner involvement in the life of the school give opportunities for pupils to actively participate in decision making in school.	<ul style="list-style-type: none"> • Class charters. • Pupil voice group minutes / records of activities. • Rights Respecting group work. • Child's Plans and IEPs. • Feedback from consultations, planning and tracking meetings. 	<p>Strengthen the work of pupil groups and leaders in supporting decision making in school.</p> <p>Develop work on Rights Respecting School award to achieve bronze school status.</p>
Fulfilment of statutory duties			
Statutory duties and requirements	School policies and frameworks reflect current legislation. Staff are supported in complying with legislation and guidance related to wellbeing, equality and inclusion. Staff understand their roles and the roles of other staff in this area.	<ul style="list-style-type: none"> • Staff CLPL records. • School policies and frameworks. • Consultation meeting minutes. • IEPs and Child's Plans. • QI calendar and notes of development activities in school (on shared drive). 	Continue to engage with national guidance and Catholic Church (SCES) guidance to support understanding and develop approaches related to equality.
Inclusion & Equality			
Summary statement	All teaching staff are clear on their roles in "getting it right for every child". The school has a very good knowledge of children and their families. As a Catholic community, we strive to recognise the individual, God-given talents and abilities of our learners.	<ul style="list-style-type: none"> • Staff professional dialogue and records of meetings. • School environment – learning walks. • Classroom visits. • Weekly assemblies – sharing and celebrating. 	<p>More work is required to ensure consistency in ensuring most targeted activities and interventions are class-based to support inclusion.</p> <p>Ensure clearer roles for all staff in supporting all pupils and meeting their needs, including PSAs and other staff.</p>
Inclusion and appropriate support	The school has clear, shared approaches to identifying and supporting barriers to learning for pupils. Children are supported to achieve through individualised learning plans. Staff work collegiately and with key partners to	<ul style="list-style-type: none"> • IEPs and Child's plans showing individualised planning and support. • Supporting Learners consultation minutes. • Discussions with targeted pupils. • Zero exclusions last session (2020 – 2021). 	Continue to develop systems for parental feedback and involvement in planning for pupils with barriers to learning.

	ensure personalised planning and support for learners.	<ul style="list-style-type: none"> Attendance for a number of pupils is good, although some families continue to take time off for family holidays. 	
Equality including support and challenge of discrimination	As a Catholic school, our approaches are underpinned by the Gospel Values. We are a multi-cultural school with close relationships with our families. We have an inclusive approach which sees every child as unique and special. In line with guidance for Catholic schools, we provide opportunities for learners to develop a good awareness of diversity and discrimination, with Christian values at the heart of all approaches.	<ul style="list-style-type: none"> Assemblies and school masses. Planned lessons (including RERC) which develop a respect for all and awareness of diversity and discrimination. Low levels of reported incidents of bullying. Overall positive learner relationships, including in the playground. SEEMIS chronologies / pastoral notes. 	<p>Continue to support staff confidence in teaching equalities in line with Catholic church / SCES guidance.</p> <p>Review planning and approaches for use of God's Loving Plan to support understanding of tolerance and respect across the school.</p>

Q13.1 Raising Attainment & Achievement

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy			
Progress from prior levels	Many pupils across the school make good progress. There are some children who could be making better progress in their learning in literacy and numeracy, and more work is needed to support teachers' understanding of the use of progressions and benchmarks to judge progress. Due to Covid school closures, attainment levels are very uncertain this session.	<ul style="list-style-type: none"> CfE and tracking information (school profile data). SNA data. Records of tracking meetings. Reporting to parents. Evidence of learning and assessment evidence. 	Continue to develop our whole-school approach to targeted support and providing challenge for learners.
Raised attainment in literacy & numeracy	Attainment across the school is mixed and shows inconsistencies in curricular areas. There is need to support teacher use of data to inform planning and targeted support, and also to support consistencies in teacher judgement of achievement of a level.	<ul style="list-style-type: none"> As above. 	<p>Review targeted support and interventions and assess the impact of these.</p> <p>Use of data to inform planning and tracking meetings.</p> <p>Work with colleagues across the ASG to support moderation and</p>

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
			develop confidence in teacher judgment.
Attainment over time			
Raising attainment over time across all curricular areas	Overall attainment across the school is satisfactory, with a need for improvements in certain areas. More robust systems for tracking and monitoring are required to ensure attainment improvement.	<ul style="list-style-type: none"> As above. 	<p>Tracking systems to be more regularly used to support continuous review of learners and the need for interventions.</p> <p>We need to make more effective use of staff resources, include support staff, in delivering targeted support to raise attainment.</p>
Learners Progress from prior levels over time	We use a range of data to evaluate the progress of learners from prior learning. Staff are making more effective use of data to identify effective interventions to raise attainment.	<ul style="list-style-type: none"> Records of tracking meetings. Stage meeting minutes. Professional dialogue and discussions. Range of assessment and school data. Evidence of learning (including assessment information and evidence). 	<p>Continue to support staff use of data to inform planning, learning and teaching.</p> <p>Staff should make more effective use of the benchmarks to inform teacher judgement, particularly when reporting on achievement of a level.</p>
Effective use of assessment to make judgements	Developments in the use of whole-school assessment approaches are helping staff to plan effectively for individual learners and build a picture of attainment. More work is needed in this area to ensure effective use of assessment data to inform planning, learning and teaching and to make judgements.	<ul style="list-style-type: none"> Staff moderation activity. Records of tracking meetings. Assessment folders. 	<p>Continue to provide opportunities for staff to further engage in moderation activities to ensure greater consistency and reliability of teacher judgement.</p> <p>Build on the work of QAMSOs to support use of assessment in school.</p>
Tracking systems and interventions	Senior Leadership support teachers in reviewing tracking information in literacy and numeracy. We do not yet monitor and track attainment in other curricular areas currently.	<ul style="list-style-type: none"> Planned tracking meetings with teaching staff and link SLT. Use of teacher tracking data alongside other key data (e.g. SNSA, STAR Reader etc). 	Develop approaches for tracking progress in wider curricular areas in school.

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment of individuals and groups over time	Many learners are making satisfactory progress over time, with some making good progress. More work is needed in this area to provide historical data to improve tracking over time.	<ul style="list-style-type: none"> • CfE data for the school. • SNSA results. • Reporting to pupils / parents. 	<p>Continue to support a shared approach to targeted support and interventions.</p> <p>Provide support for all staff (including PSAs) to support raising attainment.</p>
Overall quality of learners' achievement			
Learner Achievements	Learners are given opportunities to contribute to the wider life of the school. A shared community approach allows the celebration of achievements, such as during assemblies.	<ul style="list-style-type: none"> • Assemblies. • Google classroom and social media (Twitter). • Use of Marvellous Me for celebrating individual achievements. 	<p>Increase parental involvement in recognising and celebrating wider achievement in school.</p> <p>Restart opportunities for extra-curricular activities in line with changing guidance for schools.</p>
Development of learner skills	<p>Some pupils have opportunities to be part of pupil voice groups, and are beginning to have a deeper understanding of the skills they are developing from these experiences.</p> <p>Pupils are also involved in planning contexts for learning, with a common approach to developing skills through these contexts.</p>	<ul style="list-style-type: none"> • Pupil voice and leadership groups minutes / records of activities. • Planning for contexts. 	<p>Make use of local authority skills frameworks and practice guidelines to support learners in recognising the skills they are developing through learning in school.</p> <p>Create whole school planning through the four contexts for learning with a focus on skills development.</p>
Learners taking ownership of individual pathways	Effective systems are required to evidence and track skills progression. The reintroduction of wider achievement activities will support learner ownership of individual pathways.	<ul style="list-style-type: none"> • Genius hour guidance, planning and evidence. • Evidence of learner involvement in planning at class level. 	<p>Develop systems for tracking skills progression.</p> <p>Develop tracking of wider achievement with the reintroduction of these opportunities.</p>
Equity for all learners			
Systems which promote equity	Systems are in place to identify any attainment gap and ensure planned interventions are available to support. More robust systems for evaluating the effectiveness of interventions are required.	<ul style="list-style-type: none"> • Tracking meeting records. • Individual planning. • Supporting Learners consultation minutes. • Planning for targeted support. 	Make use of partners (such as RADS) to support interventions.

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
			Develop tracking systems for reviewing the impact of interventions.
Raised attainment of the most disadvantaged learners	Staff in school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances. We know our children and families well and understand the mixed socio-economic context of our school as a Catholic primary with a wider zone than other schools.	<ul style="list-style-type: none"> • Targeted use of staff to provide interventions. • Close work with RADS (partner) to provide experiences for all. 	Development of a targeted PEF plan which is evaluated for impact regularly.
Positive Destinations	Senior Leadership are committed to ensuring that no child misses out due to financial barriers. Our caring approach as a Catholic school means that we work closely with partners to seek support for families. This leads to more children feeling included and involved.	<ul style="list-style-type: none"> • CfE data. • Achievement of a level data for individuals. • Evidence of opportunities for all. 	As above.

Action Plan

QI 1.3 Leadership of change RAG				
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
To further embed the vision, values and aims of our school into everyday practice.	<p>Almost all pupils will be able to talk about the vision, aims and values of our school confidently.</p> <p>Most pupils will be able to relate the values mascots to everyday situations in school.</p>	<ul style="list-style-type: none"> Using the four contexts for learning to promote our vision, aims and values. Use of assemblies to develop a shared understanding of our vision, aims and values and how this relates to life in school. Further development and use of our values mascots in school. 	Ongoing	Collegiate time for development
To enhance opportunities for leadership at all levels.	<p>Some pupils will have opportunities to be part of regular pupil voice events.</p> <p>All learners will have opportunities to lead contexts for learning in classes.</p> <p>Many staff will take opportunities to lead aspects of school improvement and curricular areas.</p>	<ul style="list-style-type: none"> Develop remits for SLT team. Restarting pupil groups (pupil voice and leadership groups). Development of leadership roles for P7 pupils. Use of four contexts planning to support pupils to lead learning in classes. Development of and support for staff leadership roles. 	February 2022	<p>SLT meeting time</p> <p>Planned pupil group sessions with staff leading groups (including SLT)</p> <p>Collegiate time and staff CLPL time</p>
To involve key stakeholders in self-evaluation and planning for improvement.	<p>Regular opportunities will take place to involve stakeholders (including parents and partners) in school improvement.</p> <p>Feedback will be obtained from a wide range of stakeholders to inform improvement planning.</p>	<ul style="list-style-type: none"> Plan stakeholder engagement sessions. Support parent council to develop their role in supporting the school. Develop systems for obtaining stakeholder feedback. 	January 2022	<p>SLT and stakeholder time</p> <p>Key staff and parent council time</p> <p>Digital resources to support collection of feedback (e.g. Google forms)</p>

Q1.2.3 Learning, teaching and assessment

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Improvements in attainment in reading across the school.	<p>Many learners will increase their confidence and attainment in reading across the school.</p> <p>Increase in Achievement of a Level and SNSA results in reading.</p> <p>Learners facing barriers to learning in reading will receive targeted support and interventions.</p>	<ul style="list-style-type: none"> • Develop consistent approaches to assessing reading across the school. • Introduce Read Write Inc as a comprehensive tool for teaching literacy skills in P1 this year (with the aim to roll out further in subsequent school years). • Use of Accelerated Reader, My Rising Stars and planned reading schemes (Rigby Star, Project X and novel studies / book detectives) to support shared approaches to reading and offer more continuous and consistent progression in reading across the school. 	November 2021	<p>Investment in Read Write Inc programme (£5000 for resources this year).</p> <p>Investment in Accelerated Reader (£525)</p>	
Increased use of whole-school contexts for learning.	<p>Most pupils are involved in the planning of whole-school contexts for planning.</p> <p>Almost all staff and many pupils will have a good understanding of the four contexts for learning.</p> <p>More regular opportunities for outdoor learning and pupil leadership of learning will be experienced by all classes.</p>	<ul style="list-style-type: none"> • Develop planning using the four contexts as a staff team, involving all staff in planning these. • Share context planners with staff, pupils, parents and the wider school community. • Share good practice in pupil leadership and outdoor learning, including through visits to other schools. 	January 2022	<p>Collegiate time</p> <p>Class cover time (SLT) for class teachers to visit other settings (in line with current rules / guidance).</p>	
The development of a consistent whole-school understanding of Learning, Teaching and Assessment.	<p>Almost all learners will be confident in speaking about what high quality learning, teaching and assessment is and experience it regularly in school.</p> <p>Staff will understand our school's agreed vision for quality learning and teaching.</p> <p>Most lessons will show evidence of quality</p>	<ul style="list-style-type: none"> • Continued engagement with ACC Learning and Teaching Policy. • Develop a St Peter's standard, involving all key stakeholders, to have a shared vision for quality learning, teaching and assessment in school. • Staff will ensure planning reflects quality differentiation, with pace and challenge key elements of practice. • Pupil groups will support Learning Walks in school. • Investment in further play resources and development of classroom environment to support play activities across the school. 	April 2022	<p>Collegiate time</p> <p>Planned opportunity for stakeholder involvement in developing our school standard.</p> <p>Investment in play / active learning resources (see PEF plan)</p>	

	differentiation and pupil ownership of learning.				
Improve school approaches to gathering and using assessment data.	All teachers will hold key assessment data for every pupil. Many learners will be able to talk about their own learning targets.	<ul style="list-style-type: none"> • Development of whole school assessment weeks to supplement ongoing, regular assessment. • Moderation of assessment data (assessment folders) by SLT across the school. • Develop robust systems for learner target setting and review. 	May 2022	Collegiate time / teacher planning and preparation time SLT time for moderating assessment information and providing feedback.	

QI 3.1 Ensuring wellbeing, equality and inclusion RAG				
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
Review and develop nurturing approaches across the school.	Reviewed guidance on nurture and positive relationships will be in place. Staff will make use of a range of tools to support pupils requiring additional support through nurturing approaches. Increased staff confidence in supporting learner relationships and low-level behaviours.	<ul style="list-style-type: none"> • Review processes for promoting positive behaviour. • Consult staff and pupils on key areas for development with nurturing approaches. • Refresh use of restorative practice. • Review systems in place at class level to support emotional regulation. 	Ongoing	Staff development time Pupil voice group time Resources to support nurture in class
Provide opportunities for pupils to engage more regularly with the wellbeing indicators.	Our whole school community will know, understand and use the wellbeing indicators as an integral feature of school life.	<ul style="list-style-type: none"> • Use of ACC progression frameworks in Health and Wellbeing to support planned learning linked to the wellbeing indicators. • Planned opportunities to focus on the wellbeing indicators as a whole school (e.g. during assemblies). • Regular use of wellbeing webs to allow pupils the chance to reflect on their own development in relations to the wellbeing indicators and to goal-set for personal progress. 	Ongoing	Staff planning time Assembly time Shared resources for wellbeing webs
Develop a whole-school approach to delivering learning about inclusion, equality and diversity.	Many pupils will have a good understanding of how we value and promote inclusion,	<ul style="list-style-type: none"> • Develop a whole-school approach to delivering God's Loving Plan. • Pupil and parental views to be gathered related to inclusion, equality and diversity. 	June 2022	Staff development time

	<p>equality and diversity in school and in wider society.</p> <p>All staff will have increased confidence in delivering learning about inclusion, equality and diversity.</p> <p>All parents will have a knowledge of our school approaches to teaching about inclusion, equality and diversity.</p>			<p>Parental survey (inclusion of these aspects in wider parent surveys)</p>
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QI 3.2 Raising attainment and achievement RAG

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
<p>Develop systems for identifying those with barriers to learning and planning interventions effectively.</p>	<p>All staff will engage in regular consultation meetings with the Supporting Learners teacher.</p> <p>The Support Learners teacher will meet regularly with SLT to review whole school support planning.</p> <p>All staff will have identified roles and will be used effectively to provide support and raise attainment.</p>	<ul style="list-style-type: none"> Set up cover times for teachers to meet with Supporting Learners teacher for regular consultation. Develop systems for recording learner discussions and planned supports / interventions. Ensure consistent pupil and parent involvement in IEP / Child's Plan planning. 	<p>October 2021</p>	<p>Supporting Learners teacher and targeted support teachers (from staffing allocation).</p> <p>Staff time for meetings.</p> <p>Agreed formats for recording discussions and planned interventions.</p>
<p>Increase staff skills and confidence in tracking, raising and reporting on attainment.</p>	<p>All teaching staff will understand tracking and reporting systems in school.</p> <p>All teaching staff will regularly engage with moderation activities through stage meetings.</p> <p>Staff will make effective use of data to inform planning and to support in raising attainment.</p>	<ul style="list-style-type: none"> Continued use of tracking sheets across the school. Planned opportunities for moderation within the collegiate calendar. Professional dialogue and support in using data (including SNSA) during tracking meetings. 	<p>June 2022</p>	<p>Collegiate time</p>

	<p>Many pupils will be attaining or exceeding national attainment expectations – aim for 80% or above across the school.</p>				
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PEF Summary of proposed spend

Funding Allocation: £12,681 (+15% uplift)	Carry forward from previous year: £9900	Total: £22,581
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Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
Read Write Inc resources	£8000				
Investment in wider reading resources (including class novel sets) across the school	£3000				
Concrete materials to support numeracy	£3000				
Play resources to support play across the school	£5000				
Active Adventure Days – resourcing and booking experiences	£3581				
					Total for 2021/22
Non-Staff Total 2021/22	£22,581	Staff Total 2021/22			£22,581