Rosebank Improvement and PEF Plan 2025 - 2026
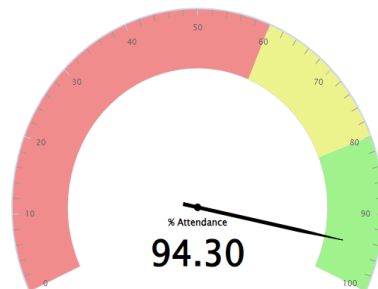
School Context *as at 13/6/25*

School Roll

300

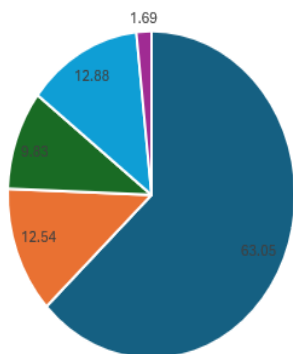## School Attendance

% Attendance
94.30

Percentage ASN

61.69

PEF Allocation

£132300

SIMD Profile

1.69
12.88
12.54
63.05
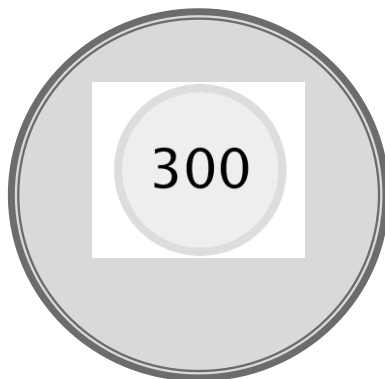
- SIMD 1&2
- SIMD 3&4
- SIMD 5&6
- SIMD 7&8
- SIMD 9&10

GOLD 2023-25

National Autistic Society | Autism Inclusion Award 2022

ORACY CENTRE OF EXCELLENCE — voice 21 — 2024

SOCIAL ENTERPRISE ACADEMY — Social Enterprise Schools Award Winners 2024

DIGITAL SCHOOLS AWARDS SCOTLAND

We are a Reading School — Silver

Education Scotland Foghlam Alba — STEM NATION AWARD 2025 — STEM Nation Award

EAL Data

Level of English by Stage (all pupils)
Rosebank Primary School

Young Carers: 18

Care Experienced: 8

Completed (2024 / 2025)

Childrens parliament anti- racism project/LGBT accrediatation

Assessment of a level in Science focus

- Pilot of Gen+ with P7
- SERCC Inspiring sustainablity in STEM project
- Formation of consistent tracking of attainment over time for milestones

Embedding (24-25)

- moderation of curriculum map and PBL
- Improving writing skills from previous text types
- analysis of tracking of wider achievement and targetting of gaps
- Use of SCERTS language within ABle plans across whole school
- Reflective reading moderation
- Parent curriculum
- Kanzen active families
- Numeracy pre teaching/targetting and monitoring in conjunction with PUMA

New developments (for 24-25)

- Metaskills in practice as part of curricular map
- Mentor school for SERCC Inspiring sustainablity in STEM project
- Roll out use tracking tool/ focus on attainment over time for milestones learners
- Consistent language of numeracy whole school
- ESports room to be developed to incorporate a pod cast desk -all used further to increase motivation and aptitiude in focus aspects of learning and Presence
- Play/outdoor learning plan piloted

Implementation Phase (24-25)

-continued focus on assessment of a level of science

-Multi school team planning, tracking and attainment sessions

-Comprehension skills development

-Whole school curriculum map - ensuring coverage, depth and progression over the BGE

- use of inclusive classroom tools to support writing of ABle plans

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Our Vision, Values and Aims:

Dream, Believe, Achieve.

Rosebank Primary School strives to be the hub of the local community. We aim to provide a happy welcoming environment for all members of the community irrespective of race, culture, religion and ability. The school values every individual and seeks to provide effective teaching and learning, working in partnership, to maximise opportunities and equip our pupils for the future.

At Rosebank Primary School we aim to:-

- Provide a welcoming, caring and safe environment where each child is nurtured, valued and supported.
- Develop positive attitudes to learning through innovative teaching of knowledge, skills and understanding in all areas of Curriculum for Excellence
- Nurture independence, enthusiasm and self-confidence and oracy skills - allowing each pupil to realise his / her potential through the promotion of personal strengths and achievements.
- Promote respect for self, others and the environment with a particular focus on learning outdoors.
- Develop responsible global citizenship through valuing and caring for each other.

School Priorities 2024-2025

Presence
- Priority 1
- Priority 2

Ensure a strong network of support involving families, school staff, and community partners to promote the attainment, mental and physical health of students and their families.

Every Day Counts - improving attendance to improve outcomes for children.

Participation
- Priority 1
- Priority 2

Working with families and communities to improve the mental and physical health of children and their families.

Completion and roll out of curriculum map – incorporating metaskills and refining IDL big questions and inclusion of personalisation and choice.

Progress
- Priority 1
- Priority 2

Effective planning and tracking of attainment over time for pupils with ASN

Embed pedagogical approaches in oracy, reading, writing, numeracy and science &technology and refine methods for assessing individuals progress within and towards levels.

Our curriculum rationale poster is also interactive - a more accessible way to see what it is like to be a learner at Rosebank:
https://www.thinglink.com/scene/1704942402671739684
(click on the black dots to bring the Rosebank learning to life)

SCHOOL VERSION   SIP Priority 1

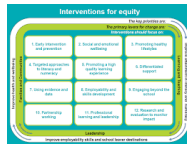|	
Specific area for improvement	*promoting a high quality learning experience* *assessment of children's progress*
Rationale for Improvement (based on evidence from key stakeholders)	Professional learning and leadership
Equity Gap (if relevant)	*Improved attainment in literacy and numeracy*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	School Improvement Assessment of Children's Progress	**EVERY DUNDEE LEARNER MATTERS** **Progress**	4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 7. Using evidence and data	**2.3 Learning, Teaching and Assessment** **3.2 Raising attainment and achievement**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Reduce the literacy and numeracy attainment gap for at-risk learners performing below expected levels through targeted interventions. All teachers participate in curriculum development in order to improve learning and teaching <mark>Baseline for each cohort –</mark> <table><tr><td>stage</td><td>L&T</td><td>R</td><td>W</td><td>N</td></tr><tr><td>P1</td><td></td><td></td><td></td><td></td></tr><tr><td>P2</td><td>82%</td><td>85%</td><td>82%</td><td>85%</td></tr><tr><td>P3</td><td>80%</td><td>77%</td><td>80%</td><td>77%</td></tr><tr><td>P4</td><td>76%</td><td>58%</td><td>62%</td><td>69%</td></tr><tr><td>P5</td><td>88%</td><td>90%</td><td>85%</td><td>90%</td></tr><tr><td>P6</td><td>82%</td><td>78%</td><td>76%</td><td>76%</td></tr><tr><td>P7</td><td>75%</td><td>77%</td><td>73%</td><td>59%</td></tr></table> *Enhance teacher effectiveness to meet diverse learner needs, raising attainment and demonstrating impact through improved tracking and monitoring data.*	Embed pedagogical approaches in oracy, reading, writing, numeracy and STEM and refine methods for assessing individuals progress within and towards levels: • Implement the *Oracy Progression Map* across all stages. • Facilitate *team teaching* led by the Oracy Lead to model effective strategies and build staff confidence. • Conduct *moderation sessions* to evaluate current reading practices. • Plan collaboratively to improve consistency and effectiveness in reading instruction and support. • Establish a *collegiate focus* on high-quality learning and teaching in writing. • Share best practices and exemplars to raise attainment and consistency across stages. • Promote *team teaching* and collaborative planning to support attainment of a level in Science. • Host *STEM Meet* sessions to share innovative practice and deepen subject knowledge.	'How well do we apply the principles of planning, observations assessment, recording and reporting as an integral part of learning and teaching?' 'Do we have a shared understanding of what progression looks like?' **Pupil Voice Surveys** (before and after interventions) – confidence in oracy, reading, and writing. **Moderation Records** – evidence of improved consistency and expectations across levels. **Writing Samples** – collected termly and assessed against benchmarks. **Reading Assessments** – standardised scores (e.g. NGRT), fluency checks, comprehension tasks. **Oracy Progression Tracker** – mapped against our Oracy Framework.	Curricular leads: Oracy – Laura Clark Reading and Writing – Finola Burke STEM – Sarah Jenkins Numeracy – Maria Brown/Gillian Adamson SIG meetings 6times throughout collegiate calendar	**Ongoing as part of QA calendar** **Term 1 - Term 4**	**Oracy platform, Ruth Miskin training, PUMA SERCC programme** **New DCC trackers**

	- Use *TAPS (Teaching and Assessment of Primary Science)* to enhance formative assessment in science. - Embed *SHINE interventions*, *retrieval practice*, and *Number Talks* to support conceptual understanding and fluency. - Use *PUMA assessments* regularly to inform targeted interventions and track progress. - Prioritise *Developmental Language Disorder (DLD)-*informed strategies in literacy planning and delivery. - CPD on inclusive language practices and early identification. - Refine assessment methods to ensure they are *developmentally appropriate, consistent, and informative*. - Use data from formative and summative assessments to *inform planning and personalise learning*.	**Attainment of a Level Data** – tracked termly in Science. **TAPS Assessment Records** – formative assessment samples and teacher reflections. **STEM Pupil Engagement Logs** – participation in STEM meets, clubs, or projects. **Teacher Confidence Surveys** – pre/post STEM CPD or team teaching. **PUMA Assessment Data** – baseline and termly progress. **Number Talks Observations** **Able Support Plans** – inclusion of language targets and tracked progress. **Tracking Systems** – updated termly with progress toward CfE levels. **Learning Conversations** – documented pupil reflections on progress. **Professional Dialogue Notes** – from moderation and planning meetings. **Motor Skills Checklists** – baseline and follow-up assessments. **PE Observations** – structured observations of skill development.	

Progress

This box should be used to note progress throughout the session

Rosebank Improvement and PEF Plan 2025 - 2026

SCHOOL VERSION   SIP Priority 2

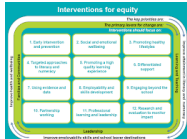|	
Specific area for improvement	*Effective planning and tracking of attainment over time for pupils with ASN at all levels*
Rationale for Improvement (based on evidence from key stakeholders)	*Learning and teaching*
Equity Gap (if relevant)	*Each class between simd 1 -2 and 3-10*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people	**Assessment of Children's Progress**	**Progress**	7. Using evidence and data 4. Targeted approaches to literacy and numeracy 6. Differentiated support	**3.2 Raising attainment and achievement** **3.1 Enquring wellbeing, equality and inclusion**
Improvement in attainment, particularly in literacy and numeracy	**Performance Information**			

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Staff will have a clear understanding around expectations for planning, tracking, assessment, and reporting, aligned with ASN legislation and the Milestones curriculum and this is improving attainment analysis.

Increase the number of pupils demonstrating measurable progress over time at their individual developmental levels. | Strengthen Quality and Consistency of ABLe Planning: Launch and embed the new ABLe website as a central resource hub. Support staff in developing updated ABLe and SCERTS-informed plans within mainstream settings to ensure inclusive, needs-led planning. Enhance Pupil Voice in ASN Planning Develop structured opportunities for pupils with ASN to contribute meaningfully to their individual plans. Use visual tools, pupil profiles, and planning conversations to ensure learners understand and influence their support strategies. | "How well can we demonstrate improved attainment for groups and individuals who are part of the milestones curriculum or learning at a slower pace?"

Staff feedback on usability of the new ABLe website. Observations or learning walks showing implementation of strategies from plans. Samples of pupil-friendly planning tool Pupil voice surveys or interviews | DEPs/AIS/SIG led by HT | Whole school training and pedagogy via collegiate calendar planned throughout the year.

SIG meetings X 6 planned for developing actions

Attainment over time to form part of school team attainment meetings each planning block | **New DCC attainment tracker/ Puma assessments/LTR/ Writing Assessments/Glasgow wellbeing scale** |

| | Develop Robust Tracking of Attainment Over Time:

SIG (School Improvement Group) to design and implement effective tracking mechanisms.

Ensure tracking captures both academic and developmental progress for learners with additional support needs.

Embed SHANARRI and Wellbeing Tracking in Planning:

Continue using the Glasgow Wellbeing Assessment as a baseline tool.

Strengthen the use of SHANARRI indicators in planning and tracking interventions, ensuring they inform targeted support and measure impact over time | Case studies showing impact of pupil-led planning on engagement and outcomes.

Tracking system samples showing progress over time (e.g. spreadsheets, digital tools).
Attainment data for learners with ASN across key areas (literacy, numeracy, HWB).
Staff feedback on usability and effectiveness of tracking tools.

Glasgow Wellbeing Tool baseline and follow-up data.
SHANARRI-based intervention plans and reviews.
Case notes showing how SHANARRI indicators inform planning and support.
Analysis of trends in wellbeing data over time. | | | |

Progress

This box should be used to note progress throughout the session

SCHOOL VERSION **SIP Priority 3**

Specific area for improvement	*Attendance at school*
Rationale for Improvement (based on evidence from key stakeholders)	*Supporting families and communities*
Equity Gap (if relevant)	*Type here*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	**Parental Engagement** **Performance Information**	EVERY DUNDEE LEARNER MATTERS **Presence**	2. Social and Emotional Wellbeing 7. Using evidence and data 3. Promoting Healthy Lifestyles	3.1 Enquring wellbeing, equality and inclusion 2.4 Personalised support

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Overall attendance to improve from xxx% to stretch aim of xxx %	*Attendance Protocol – Flowchart of Procedures*	How well do we take account of local and national documents & guidance? How well do we know the steps we have taken have improved outcomes for children? How well do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	**All staff SLT Activities inclusion assistant**		
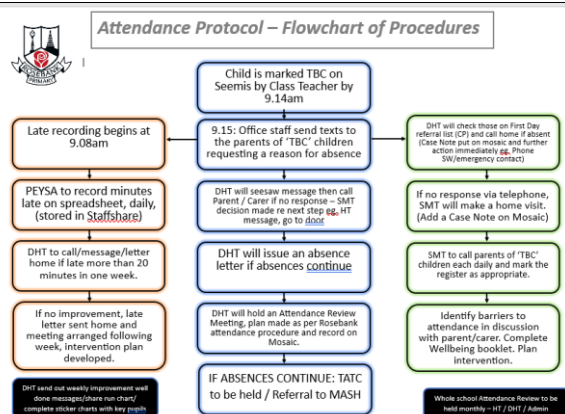
	Attendance Protocol - ensure all staff follow a clearly defined attendance policy with timely follow-up, escalation procedures, and consistent communication with families. Identify key pupils with persistent absence and develop detailed case studies to understand individual barriers and implement tailored, measurable interventions. Provide ongoing, accessible communication to parents and carers about the importance of attendance through parents' evenings, newsletters, and digital platforms. Offer engaging before- and after-school activities that promote attendance by increasing pupil motivation Termly Cluster Attendance Review Group	**Attendance data: Pupils and family group tracking** Termly meetings to share practice with appropriate representative from each school			
Improve pupil engagement and attunement by developing working memory, managing cognitive load, and supporting regulation for learning.	Engage teaching staff in professional reading and research around cognitive overload, with a focus on practical classroom strategies to reduce unnecessary cognitive demands and enhance learning retention. Use Education Endowment Foundation (EEF) research on metacognition as a central focus during collegiate sessions. Support staff in integrating metacognitive approaches into lesson planning, encouraging learners to reflect on how they learn and apply strategies independently. Explore and implement EEF guidance on supporting working memory in the classroom, with a focus on scaffolding, chunking, and retrieval practice across curricular areas. Expand the 'Make with the Knit' Project to Support Wellbeing and Learning further embed the use of craft-based learning across the curriculum	Test of change in 2 classes Case studies on key pupils: Frequency of working memory strategies used in lessons (e.g. retrieval practice, visual supports). Improvement in pupil task completion and retention. Classroom walkthroughs and observation notes. Samples of adapted resources (e.g. visual aids, simplified instructions).			

Progress

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Rosebank Improvement and PEF Plan 2025 - 2026

Summary of PEF Spend	£132300		
Area of expenditure	**Details**	**Reference to Plan**	**Budgeted allocated**
Teaching staff	1 teacher	Sip priority 1 & 2	42265
Support staff	Activities Inclusion assistant	Sip priority 4	6167
Supported study	1 curricular lead	As per SIP above	4500
Transport	Bus - Dalguise		420
CLPL	Ruth Miskin training and portal Oracy training and portal LGBT charter training	SIP priority1& 2 SIP Priority 4	1020 600 700
Resources	Spelling workbooks Clicker Sumdog access and assessment package Puma resource and assessment Numicon resources 4 PC's/10 Laptops	SIP priority 1 & 2	306.22 750 1080 1310 310 6000
Payments to other bodies	Kanzen Karate	SIP priority 4	7500
Other *(please specify)*	YARD ASN sessions Breakfast toast/fruit play snacks	 SIP Priority 4	1200 2000

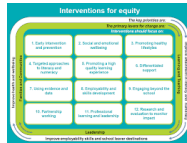# Rosebank Improvement and PEF Plan 2025 - 2026

SIP Priority 3: Further PEF Interventions (not included in SIP)   *Healthy food in schools/ physical and mental health workshops for pupils and families*

Equity Gap (if relevant)   *Promoting healthy lifestyles/parental learning*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people	**Parental Engagement**	 **Participation**	 **3. Promoting Healthy Lifestyles**	 **3.1 Enquring wellbeing, equality and inclusion** **2.5 Family Learning**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Strengthen collaboration with families and community partners to improve the mental and physical health of children and their families, supporting wellbeing and attainment. *Improve dental hygiene and nutrition by ensuring 100% of students receive a healthy breakfast, fruit snacks, and brush teeth daily in school.*	Continue to provide nutritious breakfasts and encourage fruit-only snacks during playtimes to support pupil concentration, energy, and overall wellbeing. Evaluate the current parent learning calendar and enhance it with a broader range of workshops, linked the recent together to thrive training, events, and resources aligned with family needs and school priorities. Continue the successful partnership with health professionals to deliver the *Best Foot Forward* programme, promoting active lifestyles, emotional wellbeing, and positive family routines.	"To what extent does resource allocation improve outcomes for focus children?" "What evidence do we have that family learning is improving life chances of the families involved?" Case studies to be used for interventions in order to ensure specific focus of interventions are having impact Tracking pupil involvement beyond the school day.	LCA's SLT Activities inclusion worker	ongoing	Approx £100 on fruit/breakfasts per week (some funded by grants)

Promote physical development by increasing opportunities for structured physical activity to improve motor skills such as coordination, balance, agility, strength, and flexibility in early learners.	Implement Year 2 of the *Kanzen Active Families* Initiative - build on the success of Year 1 by deepening family engagement in physical development activities that support children's motor skills, coordination, and confidence through fun, inclusive sessions.	Tracking of parental involvement and targeted support as part of planning for LTA and tracking discussions.			

Progress

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