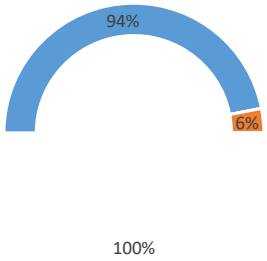
School Context *as at 26/09/2025*

School Roll

147

School Attendance



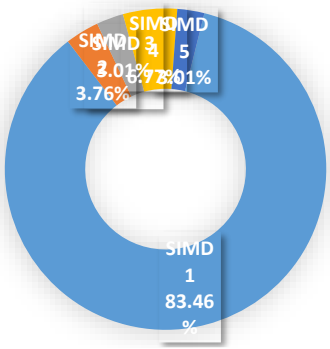
Percentage ASN

34.01%

PEF Allocation

£ 93960

SIMD Profile



Young Carers and Care Experienced

YC- 8.84%
CE-6.12%

EAL

10.20%

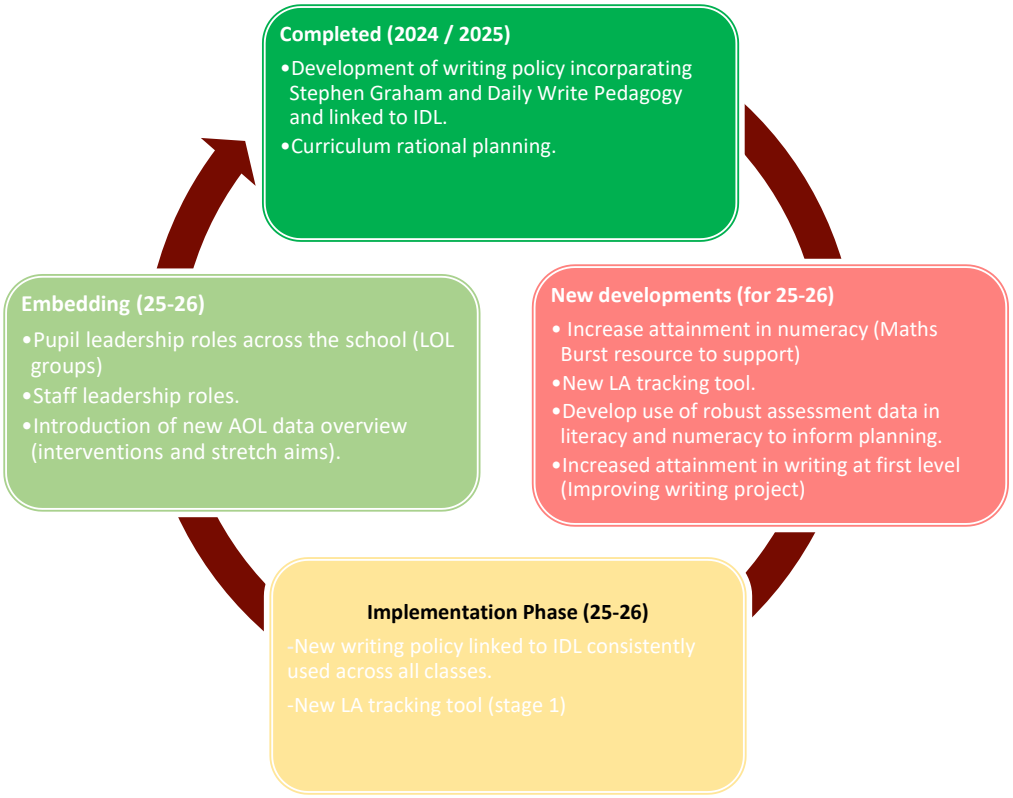
Gender

72 boys

75 girls

Cycle of Improvement

Love Inspire Achieve



Commented [A1]: This Cycle of Improvement should reflect
- •Completed - previous year's improvement priorities that are now no longer required to be on SIP - now embedded in practice
- •New development – any newly identified improvement priorities based on summary self-evaluation
- •Implementation phase – A continuing priority that still requires a high level of intervention / focus / training etc.
- •Embedding – A continuing priority that focusses on ensuring sustainability and consistency

Vision Values and Aims

Vision – Be Your Best Self (Home, School, Community)

Values – Love Inspire Achieve

Aims – To be safe, ready and respectful

School Priorities 2024-2025

Commented [A2]: *Based on Summary Self-evaluation, School Improvement Report, Annual Audit and feedback from Key Partners*
Your school's vision, values and aims should be visible.

Commented [A3]: ***This page should be a visual representation of your agreed improvement priorities for the year ahead.***

Feel free to use this template or your OWN bespoke visual (using Word SmartArt; Google slides etc…)

St Pius X School Improvement and PEF Plan 2025 - 2026

Presence

- Improve attendance above 94%
- Use of SFDW to support attendance of targetted groups.
- Increase staff, pupil and family wellbeing through the transition process.

Participation

- Increase family learning opportunities
- Increase accountability in Pupil Leadership roles across the school
- Increase devolved leadership for all staff.

Progress

- Improve attainment in numeracy.
- Improve attainment in writing (1st level) and consistency of approach for writing.
- Develop use of robust assessment evidence and data to identify gaps in learning ensuring that interventions are impactful in meeting the needs of all learners.
- Use of new Local Authority trackers.

St Pius X School Improvement and PEF Plan 2025 - 2026

SCHOOL VERSION **SIP Priority 1** *Improve attainment in Numeracy with a focus on problem solving through spatial reasoning and computational thinking.*

Specific area for improvement : **Numeracy**

Rationale for Improvement (based on evidence from key stakeholders)	***Numeracy attainment across the school (p1-80%, p4-75%, p7-81%) is below both national (p1-84%, p4-79%, p7-78%) and local averages (p1- 86%, p4- 80%, p7-79%) except in p7 where it is marginally higher. Numeracy attainment at p3 (59%) and p6 (67%) is particularly low. Through school and, moving forward, cluster moderation events, teachers are building capacity to identify learners progress against the benchmarks more consistently and are beginning to use a wider range of assessment data to identify gaps in learning. Continuing to embed these new approaches in data analysis and assessment of numeracy should impact positively on teacher confidence and judgement and ensure progressively more positive attainment in numeracy. Teachers from p4-7 are also taking part in STEM, Maths Burst training to develop spatial reasoning and computational thinking which has been proven to raise attainment in numeracy.***
Equity Gap:	***There are equity gaps with those in SIMD 1-2 attaining significantly less than those in SIMD 3-7 from p4-7.*** ***P4 SIMD 1&2: 60% SIMD 3-7:80%*** ***P5 SIMD 1&2: 63% SIMD 3-7: 86%*** ***P6 SIMD 1&2: 64% SIMD 3-7: 69%*** ***P7 SIMD 1&2: 75% SIMD 3-7: 83%***

Commented [A4]: Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOS QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

St Pius X School Improvement and PEF Plan 2025 - 2026

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable)	HGIOS QI
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item. Choose an item.	**School Improvement** **Performance Information** **Assessment of Children's Progress** **Teacher Professionalism** **School Improvement** Choose an item.	**Progress**	***Intervention for equity & cost*** **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
• Embed new approaches to numeracy across p4-7 to raise attainment and meet stretch aims of: P4- 67% P5- 84% P6- 91% P7-75% • Raise profile of outdoor learning to support	• Produce numeracy standard – WAGOLL. • Use PEF to buy numeracy resources needed for each class. • Raising attainment team to use RISE maths (PEF) to identify gaps in learning for individuals and support development of these. • Appoint a teacher leader for STEM Maths Burst program. • Appoint Numeracy Pioneer to support the development of	-Focus of learning walks – SLT and peer. -PSV feedback. -Learning council classroom visits with focus on numeracy. -Termly tracking and monitoring of attainment. -Tracking of interventions for all pupils not meeting national expectations. -RISE assessment tool.	All staff All Staff	Throughout session Throughout session	-Raising Attainment Teacher (0.5) -PUMA Hachette Learning account -Staff members willing to take on development leadership role. -New LA tracker. -Numeracy standard.

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Commented [A6]: *Identify intervention(s) for equity and cost allocated to PEF (if relevant)*

Commented [A7]: *Identify relevant QI for measuring progress*

attainment in numeracy in p1-3. • Ensure opportunities for moderation of benchmarks with all staff increasing confidence in identifying targeted pupils requiring both challenge and support. ensuring that all pupils who were 'likely' with support to achieve in session 24-25 do so by the end of session 25-26.	outdoor numeracy across the school. • Implement new LA tracking tool to track individuals across all areas of numeracy. • Embed attainment tracker and continue to develop staff confidence in using the data within to plan effectively to meet the needs of all creating stretch aims termly to support review of interventions. • Through attainment discussions numeracy data across the school will be analysed to track raised attainment in numeracy.	-Attainment over time for each cohort to show increasing attainment over time. -P and A tool.			-Yearly numeracy plan. -tracking overviews inclusive of stretch aims and interventions. -ACEL over time for each cohort. -Numeracy resources for each class. -Outdoor numeracy resources. -Leadership time for staff.
Progress This box should be used to note progress throughout the session					

St Pius X School Improvement and PEF Plan 2025 - 2026

SCHOOL VERSION	**SIP Priority 2**	**Improved attendance for all pupils with a particular focus on targeted children.**
Specific area for improvement		**Improve attendance for all children through targeted interventions from SFDW including family engagement and community development opportunities.**
Rationale for Improvement		***By June 2026 we hope to raise the attendance figure from 91.84% to the schools stretch aim of 94% and beyond. Undoubtedly, this will have a positive impact on attainment. In order to do this effectively, we will continue to use a self-evaluation tool to identify areas of improvement and raise the profile of attendance with all staff. We will work with all school stakeholders to gather evidence on why attendance is currently at this level and identify what would be most impactful to increase/ support it. We will increase opportunities for family engagement throughout the session targeting individual families and building relationships further, ensuring learning opportunities are relevant using parental and pupil voice to identify next steps.***

Commented [A8]: Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOS QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable)	HGIOS QI
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged children and young people	**Parental Engagement** **Assessment of Children's Progress** **School Improvement** **School Leadership**	**Presence** **Participation**	***Intervention for equity & cost*** **2. Social and Emotional Wellbeing** **10. Partnership working** **9. Engaging beyond the school**	**1.5 Management of resources to promote equity** **3.1 Enquring wellbeing, equality and inclusion**

Commented [A9]: *Identify Presence, Participation and/or Progress*

Commented [A10]: *Identify intervention(s) for equity and cost allocated to PEF (if relevant)*

Commented [A11]: *Identify relevant QI for measuring progress*

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources

-Whole school attendance to increase from 91.66% to school stretch aim of 94%. -Increased attendance for those in 'targeted group' and across the school (see separate sheet to be created once pupils are identified for individual stretch aims created with families). Family engagement opportunities to increase with a focus on literacy, numeracy and HWB particularly at point of transition. Community development to be used to support attendance of 'targeted group' Attendance to become a focus for all staff with the understanding that it's 'everyone job' being focused upon.	-Use SFDW to target attendance across the whole school with a particular focus on 'spotlight children'. • Sending home attendance overview regularly. • Sending home class attendance data weekly. • Daily phone calls/ home visits to TBC- all pupils first day referrals. • Regular contact and support for low attenders • Support for families to ensure pupils can attend. • Continue to track/monitor our attendance data in school monthly with weekly 'actions check-in' -Identify 'targeted children' through scoping sessions of attendance data and comparing this to previous sessions. (identify pupils who are continual low attenders). -Any pupil between 80% and School stretch aim of 94% both last session and term 1 this session to become 'targeted children', multiple groups to run if needed. -Use the FVWL RIC Attendance Self Evaluation Toolkit to do a contextual analysis of attendance with all staff again in November time and compare the data from this. -Cluster HT meetings across the year focusing on Attendance Data and story behind the data to agree focused interventions/test of change.	-Monthly Attendance where all pupils will be discussed and actions recorded. -Weekly attendance 'check in's. -Weekly feedback to targeted pupils and their parents (phone calls/ letter)- recorded on MOSAIC. -FVWL completed twice yearly (term 2 and term 4) to track improvements and next steps. - Attendance concerns noted during tracking meetings. -APDR for all pupils accessing SFDW support. -Attainment trackers -Pupil voice questionnaires (engagement and attendance) pre/ post. -Walking Bus register to be checked termly. - Record of family engagement kept across the session. - Awards gained based on hours committed.	HT/ DHT/ SFDW	Weekly Termly Ongoing throughout session	-SFDW -Attendance report tracker. -Weekly catch up time. -MOSAIC -Standard letters -Attendance flowchart and agreed protocols. -APRD's completed and reviewed. -Pupil questionnaire -Termly data meetings

	-Class Teachers to alert SLT to pupils who are regularly absent at tracking meetings. -SFDW to support walking bus which will be used to target attendance. -Weekly family engagement sessions to run with SFDW and teacher (focuses for this to be agreed with parents/ pupils in advance). -Community development opportunities through the John Muir/ High Five awards to support attendance.		DHT/ HT/ ASA	Weekly Termly Ongoing throughout session	-family engagement recording sheets.
Progress This box should be used to note progress throughout the session					

St Pius X School Improvement and PEF Plan 2025 - 2026

SCHOOL VERSION SIP Priority 3 **Become more data informed to ensure that learners needs are being met and to support smooth transition to other settings during closure period.**

Specific area for improvement: Improve use of AOL tracking overviews, implement new LA tracker and use data from GMWT to inform planning and next steps.

Rationale for Improvement: By June 2026 the school will close, accurate data, used to inform planning and next steps is essential to ensuring that transition for both pupils and staff to other settings is efficient, that learning time is not lost and that staff and pupils have their HWB needs met. Becoming more data informed to ensure that learning meets the needs of learners and that interventions are planned for, tracked and monitored robustly has been a priority for the last two terms of 24-25 therefore this will continue to be developed. More robust use of GMWT will help to identify area of improvement for individuals, groups and the school community allowing for planned interventions to be targeted.

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NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable)	HGIOS QI
Improvement in attainment, particularly in literacy and numeracy 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 Choose an item.	**Assessment of Children's Progress** **School Leadership** **School Improvement** Choose an item. Choose an item. Choose an item.	**Presence** **Progress**	*Intervention for equity & cost* **2. Social and Emotional Wellbeing** **5. Promoting a high quality learning experience** **7. Using evidence and data** **10. Partnership working**	**1.3 Leadership of change** **2.3 Learning, Teaching and Assessment** **2.4 Personalised support** **2.6 Transitions** **3.1 Enquring wellbeing, equality and inclusion**

Commented [A13]: *Identify Presence, Participation and/or Progress*

Commented [A14]: *Identify intervention(s) for equity and cost allocated to PEF (if relevant)*

Commented [A15]: *Identify relevant QI for measuring progress*

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources

• Demonstratable improvement gains in AOL for all classes (reaching stretch aims set termly) • Through moderation activities, staff confidence in identifying AOL data to increase. • Assessment information to be more consistently gathered across the school. • Staff to become more confident in tracking progress across all BGE areas. • Recording and reporting to become more robust and reflective of individual needs. • Progress over time to become recorded and intervention used in a timely manner to meet the needs of learners.	-SLT to continue to support staff with AOL overview trackers, recording of data and identifying stretch aims/ targeted pupils. -SLT to support staff in thinking about targeted interventions to meet the needs of all learners. -Raising attainment teacher used to support targeted interventions, alongside class teachers for 'likely with support' learners. -Attainment advisor to visit school in term 1 to look at attainment across the school and support SLT in identifying areas for further improvement. -Opportunities for moderation of literacy and Numeracy across the year. -Numeracy moderation with SIP partners (Maths Burst) -Assessment overview policy to be created with staff (term 1). -Staff development on use of new LA trackers. -GWMT to be completed termly by all staff and pupils followed by scrutiny meeting (SLT & SFDW). Actions and interventions to be discussed with class teachers. -Use of 'Alba explorers' and 'What tomorrow brings' to support wellbeing of pupils and families.	-Staff confidence in using data to inform next steps in learning. -Staff confidence in using data to identify AOL. -Evidence recorded on trackers with improvements highlighted across terms. - Assessment profiles to become more consistent across the school. -Increased attainment across literacy and numeracy. - Staff feedback on use of new LA trackers. -Feedback on reporting moderation to be minimal comparatively to this session. -Pupils HWB scores to increase across the session. -Staff HWB scores to increase across the session.	SLT/ Class Teachers / SIP schools/ Support staff/ SFDW	Termly and ongoing throughout the session	-Raising Attainment Teacher (0.5) -PUMA Hachette Learning account -AOL class trackers. -Termly Attainment meetings. -Termly planning meetings. -New LA tracker. -New LA training for super user/. -Collegiate time to introduce and review use of LA tracker. -Collegiate time for moderation across school and SIP. -GMWT trackers. -Termly feedback meetings. -Alba Explorers resource -What tomorrow brings resource. -DCC wellbeing resources.

• Pupils HWB needs to be met through recording and analysis of GMWT and intervention used when required. • Staff HWB needs to be met through recording and analysis of GMWT and intervention used when required. • Information shared at the point of transition to be accurate.	-Use of DCC wellbeing resources to support staff following feedback from GMWT.				
Progress This box should be used to note progress throughout the session					

SCHOOL VERSION SIP Priority 4 **Improve writing attainment specifically at the first level and ensure consistency of approach to writing across the school.**

Specific area for improvement: Writing at first level

Rationale for Improvement : Information/data which has prompted this work:

Dundee ACEL data: Although we have been above National Data in our P4 Writing attainment over several years, there has been a consistent dip in attainment in ACEL at end of First Level when compared to ACEL data for Early and Second Levels. The schools in Cohort x have identified P4 Writing as an area for improvement.

ACEL DATA	2024	2023	2022	2021	2020	2019
P4 Writing National	72%	72%	70%	67%		73%
P4 Writing Dundee	74%	73%	70%	69%		70%
P1 Writing Dundee	77%	77%	77%	74%		76%
P7 Writing Dundee	77%	76%	71%	72%		77%

Our Aim: By June 2026 the schools participating in the National Improving Writing Programme Wave 3 Cohort 1 and Cohort 2 will achieve more than 75% in First Level CfE Writing at P4. (Baseline 50% using ACEL predictions)

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St Pius X School Improvement and PEF Plan 2025 - 2026

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable)	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Choose an item. Choose an item. Choose an item.	**School Improvement** **Performance Information** **Performance Information** Choose an item. Choose an item. Choose an item.	**Progress** **Participation**	*Intervention for equity & cost* **4. Targeted approaches to literacy and numeracy** **5. Promoting a high quality learning experience** Choose an item.	**2.2 Curriculum** **3.2 Raising attainment and achievement**

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Commented [A18]: *Identify intervention(s) for equity and cost allocated to PEF (if relevant)*

Commented [A19]: *Identify relevant QI for measuring progress*

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Expected Outcomes: Demonstrable improvement gains for p5 (unlikely) and P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing). Learners are empowered to see themselves as writers and engage in writing activities. Learners confidently talk about their learning intentions and success criteria and next steps. Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.	P4/ p5 teacher to take part in national improving writing project (full day, 6x twilights, reconnect event) DHT to support and take part in national improving writing project (full day, 6x twilights, reconnect event) Opportunities for moderation across school, SIP and CYPIC schools. SLT support in implementation.	Number of staff that attend training sessions. Number of children that have undertaken baseline assessment. Number of QI tools used (pareto chart, fishbone). % of teachers that hold an understanding of root causes to low attainment. % of teachers that are very confident to teach writing.	CYPIC leads/ class teacher/ HT/ SL/ Attainment advisor	Sept-Feb	CYPIC team Pedagogy Team Supply cover Time in WTA for moderation

Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information. Increase in P5 (unlikely) and p4 Writing attainment. Narrowing of attainment gap between the least and most deprived groups.	Time to share good practice in across first level within school.	% of teachers very confident to assess writing. % of teachers that enjoy teaching writing. Number of teachers implementing the QI writing bundle. Number of times learners are writing per week. Duration of writing activity (minutes). Lesson plan (teacher input aligned to aim). Number of writing activities with visible LI and explicit SC. Number of moderation opportunities for P5 and p4 teachers. Staff and pupil voice (qualitive feedback). % of learners completing writing activities. % of learners achieving success criteria. Learner's writing portfolios show application of learning across the curriculum. Run charts demonstrating individual learner gains (added value). % of learners that have achieved CfE First Level Writing (including baseline). % attainment gap between least and most deprived of participating classes.			

Summary of PEF Spend

St Pius X School Improvement and PEF Plan 2025 - 2026

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff	0.5 class teacher (Raising Attainment)	**As per SIP above**	**£35, 750**
Support staff	SFDW	**As per SIP above**	**£ 21,141**
Supported study		**Additional PEF plan below**	
Transport	Transition to other schools/ transition events for 26-27		**£3000**
CLPL			
Resources	• Hachette Learning Maths online assessment and Shine Interventions • Alba Explorers resource • What tomorrow brings resource.		**£1000** **£2000** **£1000**
Payments to other bodies			
Other *(please specify)*			

St Pius X School Improvement and PEF Plan 2025 - 2026

SCHOOL VERSION

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

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

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

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

Commented [A20]: ***Identify Presence, Participation and/or Progress***

Commented [A21]: ***Identify intervention(s) for equity and cost allocated to PEF (if relevant)***

Commented [A22]: ***Identify relevant QI for measuring progress***

St Pius X School Improvement and PEF Plan 2025 - 2026