Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann
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# School Improvement Plan 2026/2027

## Park Primary School

**Values**

**P**erseverance

**A**mbition

**R**espect

**K**indness

| | |
|---|---|
| **Head of Establishment** | **Kay Strang** |
| **Total PEF Allocation:** | **£226,000** |

| Priority | Long Term Improvement Outcome | Accountable Person |
|---|---|---|
| 1. | 2.3 – Learning, Teaching and Assessment<br><br>Adopt approaches to enhance children's learning experiences in numeracy and mathematics to increase pace and challenge. | Yvonne Green |
| 2. | 2.3 – Learning, Teaching and Assessment<br><br>Adopt approaches to enhance children's learning experiences in reading to increase pace and challenge. | Kay Strang |

# PRIORITY 1 : 2.3 Learning, teaching and assessment

- **Quality of teaching**
- **Effective use of assessment**

## Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

2.3 – Learning, Teaching and Assessment

Teachers will adopt approaches to enhance children's learning experiences in numeracy and mathematics and increase pace and challenge. Teachers will use a wide range of learning environments and teaching approaches, including digital technology, play and outdoor learning to ensure high quality learning and teaching. As a result, there will be an improvement in children's progress and levels of attainment. Attainment across the school will increase from 72.5% to 76%.

| NIF Priority | NIF Outcome (short version) | HGIOS 4/HGIOELC |
|---|---|---|
| Place the human rights and needs of every child and young person at the centre of education<br><br>Improvement in children and young people's health and wellbeing<br><br>Closing the attainment gap between the most and least disadvantaged children and young people<br><br>Improvement in skills and sustained, positive school-leaver destinations for all young people<br><br>Improvement in attainment, particularly in literacy and numeracy. | 1. a globally respected, empowered, and responsive education system<br>2. schools and early years settings working in excellent partnerships<br>3. inclusive and relevant curriculum and assessment<br>4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br>5. highly skilled workforce supporting ASN<br>6. improving relationships and behaviour, and attendance<br>7. an education system engaging in digital technology | 1.3 Leadership of change<br><br>2.3 Learning, teaching and assessment<br><br>3.1 Ensuring wellbeing, equity and inclusion<br><br>3.2 Raising attainment and achievement / securing children's progress |

## Rationale

Children across the school will benefit from a range of teaching approaches, including the use of digital technology, play and outdoor learning to support and enhance learning experiences. We recognise that children benefit from understanding and applying skills in communication, problem solving, team work and resilience.

Through a recent HMiE Inspection, it was acknowledged that teachers have led effectively the development and implementation of the 'High Quality Lesson Framework'. This is already having a positive impact in creating a clear and consistent lesson structure. However, the pace of learning is too slow in Numeracy and teachers would benefit from planning learning with clear differentiation and appropriate challenge for all children.

As a result of consistent high-quality teaching and varied learning experiences, all learners will make good progress, raising attainment across the school from 72.5% to 76% in Numeracy.

| Improvement Outcomes | Measures of Success | Key Actions | Who | Timescales | Milestone Updates |
|---|---|---|---|---|---|
| Quality of teaching:<br><br>Staff will understand and use planning documentation with increasing confidence to plan lessons with appropriate pace and challenge. | Professional dialogue<br><br>Learning observations | Review and streamline Numeracy and Mathematics planning documentation.<br><br>Collaborate with Lynne McBain re: new Alva Cluster Numeracy planners and Numeracy High Quality Lesson Guide | Numeracy Lead (LB)<br><br>DHT (YG) | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |
| Quality of teaching:<br><br>Staff will be able to identify core resources that will most effectively support learning and teaching and improve consistency across the school. | Professional dialogue | Audit school's Numeracy and Mathematics resources<br><br>Review core Numeracy and Mathematics resources and link to planning documentation | Numeracy Lead (LB) | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |

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| <u>Quality of teaching:</u><br><br>Staff will identify opportunities for the application of key numeracy and mathematics concepts across learning contexts. | Revised long term plans | Collaborative planning in groups to explore IDL connections through Numeracy and Mathematics to encourage creativity and promote engagement through a series of lessons.<br><br>Identify opportunities for visitors, pupils leading learning, parent workshops, DYW links etc. | All teachers | <u>Aug'26 – Feb '27</u><br>*Aug/Sept '25 Collaborative Planning – session 1* | <u>November '26</u><br><br><u>February '27</u> |
| <u>Quality of teaching:</u><br><br>Teachers will deliver quality lessons and use a range of creative approaches with increasing consistency, demonstrating improvement in pace and challenge | Learning Observations<br><br>Pupil Conversations<br><br>Pupil attitudes survey (pre and post)<br><br>Pupil Achievements | Teachers will use the High-Quality lesson document to support the planning and delivery of quality lessons.<br><br>Using assessment data, identify cohorts of children who would benefit from additional support and challenge from the Numeracy Lead through Team Teaching, workshops, homework bags etc.<br><br>Measure pupil attitudes towards Numeracy and Mathematics<br><br>Raise the profile of Numeracy and Mathematics across the school. Include celebrating achievement through star pupil awards. | All teachers<br><br>Numeracy Lead (LB)<br><br>DHT (YG) | <u>Aug'26 – Feb '27</u><br>*Working Group x 2*<br><br>*Term 2 – Collegiate x 1*<br><br>Sep '26<br>Feb '27 | <u>November '26</u><br><br><u>February '27</u> |
| <u>Quality of teaching:</u> | | | | | |

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| Staff will have increased confidence when teaching numeracy and mathematics using a variety of resources and approaches. | CLPL calendar<br><br>Staff feedback | Carry out an audit with staff to help identify any focus areas for CLPL<br><br>Provide 'drop in' training sessions for staff | Numeracy Lead (LB)<br><br>Working Group<br><br>DHT (YG) | Aug'26 – Feb '27<br><br>Collegiate session x 2<br><br>Nov '26 inset day | November '26<br><br>February '27 |
| Effective use of assessment<br><br>Staff will have a consistent approach to standardised assessment in numeracy<br><br>Through data analysis, learning and teaching will target key areas for improvement and as a result, improve attainment. | Assessment data<br><br>Quality Assurance | Research possible standardised assessments and agree expectations for Park Primary (PUMA/White Rose Maths)<br><br>Data analysis | Numeracy Lead (LB)<br><br>DHT (YG) | Aug'26 – Feb '27 | November '26<br><br>February '27 |
| Effective use of assessment (Feedback)<br>All children will be able to articulate how they have been successful in their Numeracy and Mathematics | Pupil dialogue<br><br>Jotter evidence | Teachers to use consistent marking feedback approaches for Numeracy and Mathematics | P3-7 children | Aug'26 – Feb '27 | November '26<br><br>February '27 |

# PRIORITY 1 : 2.3 Learning, teaching and assessment

- **Quality of teaching**
- **Effective use of assessment**

## Long Term Improvement Outcome (Aspirational, Transformational; relates to improved outcomes for learners)

2.3 – Learning, Teaching and Assessment

Adopt approaches to enhance children's learning experiences in literacy to increase pace and challenge.
Teachers will use a wide range of learning environments and teaching approaches, including digital technology, play and outdoor learning to ensure high quality learning and teaching. As a result, there will be an improvement in children's progress and levels of attainment. Attainment across the school will increase from 71.7% to 76% in Reading and from 68.8% to 73% in Writing.

| NIF Priority | NIF Outcome (short version) | HGIOS 4/HGIOELC |
|---|---|---|
| Place the human rights and needs of every child and young person at the centre of education<br><br>Improvement in children and young people's health and wellbeing<br><br>Closing the attainment gap between the most and least disadvantaged children and young people<br><br>Improvement in skills and sustained, positive school-leaver destinations for all young people<br><br>Improvement in attainment, particularly in literacy and numeracy. | 1. a globally respected, empowered, and responsive education system<br>2. schools and early years settings working in excellent partnerships<br>3. inclusive and relevant curriculum and assessment<br>4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br>5. highly skilled workforce supporting ASN<br>6. improving relationships and behaviour, and attendance<br>7. an education system engaging in digital technology | 1.3 Leadership of change<br><br>2.3 Learning, teaching and assessment<br><br>3.1 Ensuring wellbeing, equity and inclusion<br><br>3.2 Raising attainment and achievement / securing children's progress |

## Rationale

Children across the school will benefit from a range of teaching approaches, including the use of digital technology, play and outdoor learning to support and enhance learning experiences. We recognise that children benefit from understanding and applying skills in communication, problem solving, team work and resilience.

Through a recent HMiE Inspection, it was acknowledged that teachers have led effectively the development and implementation of the 'High Quality Lesson Framework'. This is already having a positive impact in creating a clear and consistent lesson structure. However, the pace of learning is too slow in Literacy and teachers would benefit from planning learning with clear differentiation and appropriate challenge for all children.

As a result of consistent high-quality teaching and varied learning experiences, all learners will make good progress, raising attainment across the school from 71.7% to 76% in Reading and from 68.8% to 73% in Writing.

| Improvement Outcomes | Measures of Success | Key Actions | Who | Timescales | Milestone Updates |
|---|---|---|---|---|---|
| Quality of teaching:<br><br>Staff will understand and use planning documentation with increasing confidence to plan lessons with appropriate pace and challenge. | Professional dialogue<br><br>Learning observations | Review and streamline literacy planning Documentation. | Literacy Lead (EH) | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |
| Quality of teaching:<br><br>Staff will use agreed approach and progression when teaching Reading, in particular, Phonics. | Professional dialogue | Audit school's Literacy resources<br><br>Engage in Reading in the Early Years Programme- Education Scotland | Literacy Lead (EH)<br><br>P1/P2 staff KS/EH | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |

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| | | Develop a Reading Guidance document which details key resources and approaches | | | |
| Quality of teaching:<br><br>Staff will promote and develop a culture of reading within a literacy rich environment. | Pupil attitude to reading – pre and post | Review core literacy resources and link to planning documentation<br><br>Development of a school library | Literacy Lead (EH) | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |
| Quality of teaching:<br><br>Across the school, staff will use a consistent approach to teaching writing and providing feedback. | Quality Assurance<br><br>Moderation<br><br>Professional Dialogue | National Writing Project training for identified teachers (5 members of staff) | Julie McKenna | Aug'26 – Feb '27<br>*Aug/Sept '25* | November '26<br><br>February '27 |
| Quality of teaching:<br><br>Teachers will deliver quality lessons with increasing consistency, demonstrating improvement of pace and challenge. | Learning Observations<br><br>Pupil Conversations | Teachers will use the High-Quality lesson document to support the planning and delivery of quality lessons.<br><br>Staff will use the meta-skills interlinked with learning and teaching | All teach-ers | Aug'26 – Feb '27<br>*Term 1 – Colle-giate x1*<br><br>*Term 3 – Colle-giate x 1* | November '26<br><br>February '27 |
| Quality of teaching: | | | | Aug'26 – Feb '27 | November '26 |

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|---|---|---|---|---|---|
| Teachers will show increasing confidence in using a range of creative approaches to motivate, engage and increase pace and challenge. | Learning Observations<br><br>Pupil Conversations | Collaborative planning in groups to explore IDL connections through literacy to encourage creativity and promote engagement through a series of lessons.<br><br>Identify opportunities for visitors, pupils leading learning, parent workshops, DYW links etc. | | *Term 1 – Collegiate x1*<br><br>*Term 2- Collegiate x1*<br><br>*Term 3 – Collegiate x 1*<br><br>*Term 4 – Collegiate x 1* | <u>February '27</u> |
| <u>Quality of teaching:</u><br><u>*Reading:*</u><br>Staff will have increased confidence through:<br>• building a literacy rich environment through interactions, experiences and spaces<br>• developing skills for reading<br>• building independent and engaged readers. | | Engage in Reading in the Early Years Programme- Education Scotland | NB<br>LK<br>KS/EH | <u>Aug'26 – Feb '27</u><br><br>*Sept'26 – March '27* | <u>November '26</u><br><br><u>February '27</u> |
| <u>Quality of teaching:</u><br><u>*Writing:*</u><br>Staff will have an increased expertise in teaching writing | Increased pace of progress evident in writing over blocks of learning | Teachers engage in the National Writing Project training and Talk for Writing<br><br>P3-7 teachers consistently teach using the writing bundle | NF<br>CC<br>Prob x2<br>KW | <u>Aug'26 – Feb '27</u><br><br>*TBC* | <u>November '26</u><br><br><u>February '27</u> |

| | | | | | |
|---|---|---|---|---|---|
| Effective use of assessment<br>(Feedback)<br>All children will be able to articulate how they have been successful in their writing | Pupil dialogue<br><br>Writing evidence | Teachers to use consistent marking feedback approaches for written and digital writing. | P3-7 children | Aug'26 – Feb '27 | November '26<br><br>February '27 |

# National Improvement Framework Strategic Outcomes

**Outcomes**

The NIF sets out seven strategic outcomes, the delivery of which will lead to improved educational outcomes for children and young people.

The outcomes we expect to achieve are:

1. a globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy
2. young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach
3. inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all
4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap
5. highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs
6. improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all
7. an education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality

# Pupil Equity Funding Plan 2026/2027

Park Primary School

**SCHOOL: Park Primary**

**PEF ALLOCATION: £226,625.04** **deducted: £35,273.60** **funds to allocate: £191,351.44**

**YEAR: 2026/2027**

## CONTEXTUAL ANALYSIS

Park Primary School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 306, with 15 classes. In addition, there is a school based flexible learning space, The Orchard, which supports a few children who require additional support. Our Senior Leadership Team consists of a Headteacher, Depute Headteacher and 6 Principal Teachers. Four of these Principal Teachers are partially funded through the Pupil Equity Fund. The school is very much the heart of the community having been attended by many parents and grandparents. Our relationships with parents and carers are very good with 98.4% of parents/carers connected to Class Dojo which is the school's main form of communication. In addition to teaching and support staff, our families are supported by a Children and Families Worker (CFW) and an Early Intervention Worker (EIW). We also fund a Music Therapist for one day a week as part of our supports for emotional and mental wellbeing.

Our school is situated in an area of high deprivation. Using SIMD data, 68.1% of our children and families are living in Deciles 1 and 2.

5% of children have English as an additional language and are supported by EAL outreach support teacher. 41% of children are on Staged Intervention. 44% of our learners are entitled to receive Free School Meals. A few of our learners are Care Experienced, primarily as part of a Kinship care arrangement.

Excellence

When identifying our poverty related attainment gap no meaningful comparisons can be made due to the low numbers of children living in deciles 9 and 10 within Park Primary. We have therefore used the Clackmannanshire Stretch Aims to measure the progress of those children facing the most barriers.

| P1, 4 and 7 combined | LA Stretch Aim Q1 | Park PS Q1 |
|---|---|---|
| **Literacy** | 70% | 66.7% |
| **Numeracy** | 72% | 67.6% |

When comparing the Local Authority Stretch Aim against the attainment of P1, 4 and 7 for children in Quintile 1 and 5, data shows we have a reduced gap in numeracy and are only 0.1% away from meeting the gap in literacy. Due to the limited numbers of children living in Q5, (29 across P1-P7), the focus will be on increasing the number of children in Q1 who are meeting National Expectations.

| LITERACY: P1, 4 and 7 combined | Quintile 1 | Quintile 5 | Gap |
|---|---|---|---|
| **Park PS data** | 66.7% | 81.8% | -15.1% |
| **Local Authority stretch aim** | 70% | 85% | -15% |

| NUMERACY: P1, 4 and 7 combined | Quintile 1 | Quintile 5 | Gap |
|---|---|---|---|
| **Park PS data** | 67.6% | 72.7% | - 5.1% |
| **Local Authority stretch aim** | 72% | 87% | -15% |

Current attainment information: Session 25/26

| | Combined | P1 | P4 | P7 |
|---|---|---|---|---|
| **Reading** | 73.3% | 70.7% | 66.7% | 82.4% |
| **Writing** | 70.8% | 73.2% | 68.5% | 70.6% |
| **Listening & Talking** | 81.6% | 73.2% | 83.3% | 88.2% |
| **Numeracy** | 72.7% | 73.2% | 70.4% | 74.5% |

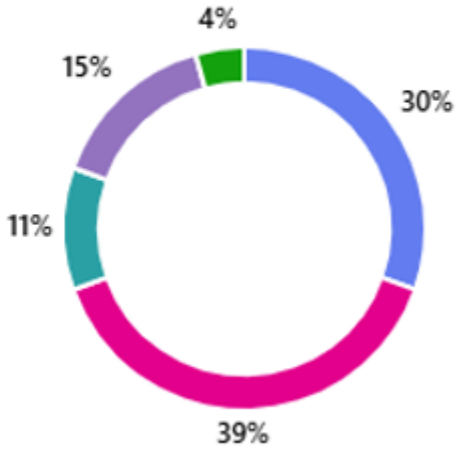
Based on our current data across the school from P1-7, the **majority** of children are meeting National expectations in Numeracy and Literacy. Therefore, our School Improvement Plan will focus on improving pedagogy, assessment and moderation within literacy and numeracy and build on current progress to raise attainment.

Equity

We have appointed PEF funded Learning Assistants who are trained to support small group interventions. We have also funded a Music Therapist to support children's wellbeing. This spend has been supported by our parents/carers during the consultation process.

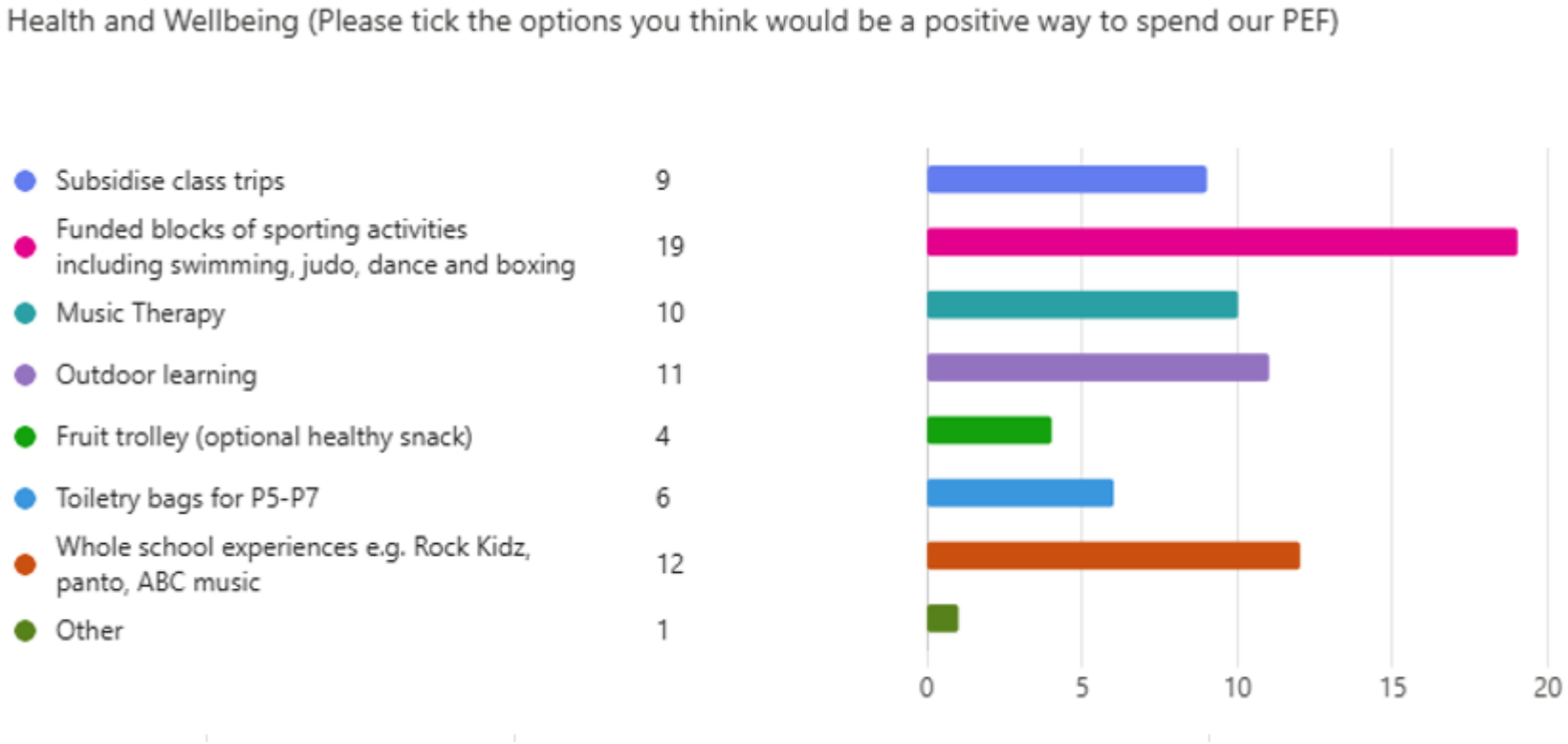
Staffing (Please tick the options you think would be a positive way to spend our PEF)

| | |
|---|---|
| Additional Learning Assistants to support children's learning | 14 |
| Additional teaching staff to support small groups of learners across year groups | 18 |
| Staff to lead therapeutic interventions | 5 |
| Staff to lead outdoor learning sessions for parent/carers and their children | 7 |
| Other | 2 |



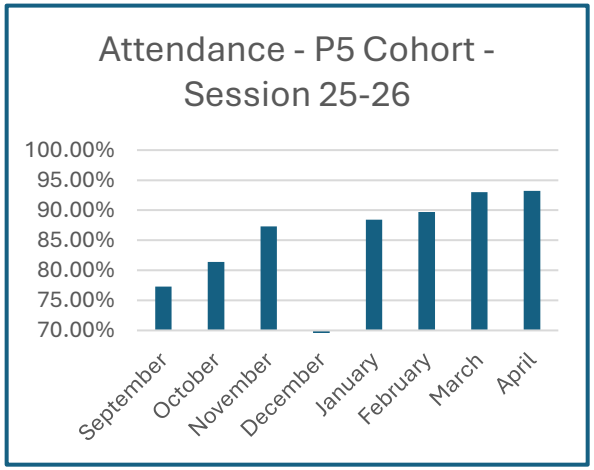
Based on our contextual analysis, most of our children and families are adversely affected by poverty of experience. Therefore, a significant proportion of our PEF funding is allocated to providing a range of activities and experiences to include subsidising school trips and supporting the cost of the school day. Following parent/carer feedback, we will seek alternative arrangements for providing fruit for children as part of a healthy snack.

Consultation with parents in relation to our PEF spend



Attendance

In session 2025-2026, school attendance was 91.7%, which is slightly lower than the local authority stretch aim of 94.3%. Over the years, attendance has been good, and presenting only slighter above or below the Local Authority average. There was a dip between 2022 and 2024 but with a continued focus on supporting attendance this has risen back to being only slightly below the Local Authority stretch aim. The Depute Headteacher and our Children and Families Worker will continue to monitor and support children and families next session to improve engagement and attendance. Next session there will be a more targeted approach to the Walking Bus to support identified families through a PEF funded Principal Teacher.




Last session, after analysis of data, Primary 5 were identified as a target group to improve attendance. Data from this session shows that attendance figures rose from 77.28% in September to 93.23% in April (data for May and June has not been released as yet). Each month there was an incremental increase for this cohort of children. Although this does not meet the local authority stretch aim of 94.3%, data shows a significant improvement across the session.

Moving into next session, attendance interventions will continue to focus on identified cohorts of children. These cohorts will be identified through careful analysis of data gathered this session.

Based on our contextual analysis, we have identified two main areas which will be supported by our PEF funding. Both of these areas were also highlighted as priorities by our parents/carers:

- Additional staff to support raising attainment in literacy and numeracy
- Provide a range of new experiences and opportunities

## RATIONALE

Across our school community, 68.1% of our children and families live in SIMD 1 and 2. Many of our children and families live in high levels of poverty which impacts on their overall wellbeing creating barriers to learning. There is a significant level of ASN need across the school, as well as poverty of experience for the majority of our children.

In Literacy, our data for P5 (June '26) shows that the majority of children (66.7%) in quintile 1 are meeting National Expectations. Following analysis of data, we have identified a group of children within Quintile 1, currently in P5, who with additional support could close their learning gap and achieve appropriate levels by the end of P6. We anticipate an increase of attainment for this cohort of children in Reading to increase from 65.6% to 84.4%. These developments will be supported and monitored by a PEF funded Principal Teacher.

In Numeracy, our data for P4 June '26 shows that the majority of children (63.2%) in quintile 1 are meeting National Expectations. Following analysis of data, we have identified a group of children within Quintile 1, currently in P4, who with additional support could close their learning gap and achieve appropriate levels by the end of P5. We anticipate an increase of attainment for this cohort of children in Numeracy to increase from 63.2% to 76.3%.

In session 2025-2026, school attendance was 91.7%, which is slightly lower than the local authority stretch aim of 94.3%. Further analysis of this data identified our current P1 cohort as having an overall attendance rate of 83.68%. This is the lowest attendance figure across all stages. After analysis of this data, reviewed approaches will be put in place to ensure consistent attendance in Primary 1 and Primary 2. This will be led by a PEF funded Principal Teacher.

| IDENTIFIED GAP/BARRIER | OUTCOME FOR LEARNERS | IMPACT MEASURE | INTERVENTION | COST | PROGRESS INDICATORS |
|---|---|---|---|---|---|
| <u>LITERACY</u><br>Across P5 (session 25-26) 65.6% of children in Q1 are on track to achieve National expectations in Reading. | To improve the reading attainment of our targeted group of children across P6. | Tracker data will evidence an increase of attainment in Literacy with a focus on improving attainment in Reading:<br><br>P6: session 26-27<br>Literacy: 65.6% to 84.4% (6 children) | SMT will review data, identify, coordinate and evaluate interventions<br><br>**LAs** to support small group interventions | PT X 1.8fte (differential) £11,144.45<br><br>LAs X 2 = £50,786.08 | <u>Short term (by Oct '26)</u><br>Identified children and interventions will be in place and early evidence of progress evident<br><br><u>Medium term (by Feb '27)</u><br>Identified children and interventions will be in place and |

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| | | | | TOTAL<br>£61,930.53 | continued evidence of progress evident<br><br>Long term (by June '27)<br>To improve the attainment of our targeted group of children across P6 (session 26-27.)<br><br>An increase of 6 children living in quintile 1 will be on track to achieve National expectations in Reading. |
| NUMERACY<br>Across P4 (session 25-26) 63.2% of children in Q1 are on track to achieve National expectations in Numeracy. | To improve the attainment of our targeted group of children across P5 | Tracker data will evidence an increase of attainment in Numeracy:<br><br>P5: session 26-27<br>Numeracy: 63.2% to 76.3% (5 children)<br><br>Targeted children are those recorded as living in quintile 1. | SMT will review data, identify, coordinate and evaluate interventions<br><br>**LAs** to support small group interventions<br><br>**Numeracy Lead** to provide direct support and coordinate follow up interventions by LAs for targeted classes/cohorts of children | PT X 1.8fte (differential) £12,359.90<br><br>LAs X 2 = £50,737.08 | Short term (by Oct '25)<br><br>Identified children and interventions will be in place and early evidence of progress evident<br><br>Medium term (by Feb'26)<br><br>Identified children and interventions will be in place and continued evidence of progress evident<br><br>Long term (by June '26)<br><br>To improve the attainment of our targeted group of children across P6, and P7<br><br>An increase of 19 children living in quintile 1 will be on |

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| | | | | TOTAL<br>£63,096.98 | track to achieve National expectations in Numeracy |
| HWB<br>As described in the rationale, many of our children and families live in high levels of poverty which impacts on their overall wellbeing. There is a significant level of ASN need across the school, as well as poverty of experience for the majority of our children. | All learners' needs will be met through a range of appropriate spaces and supports to ensure progress in learning.<br><br>Supports and interventions will be planned following analysis of data gathered | Almost all children will be regulated and engaged in learning with increased independence.<br><br>Wellbeing Tracker will evidence improved levels of wellbeing. | Additional staffing to support small classes and developmentally appropriate small group interventions<br><br>Play based learning approaches led by PT<br><br>**PEF Funded Early Intervention Worker** (0.8 fte)<br><br>**Music therapy**<br>(1 day )<br>**P7 Residential**<br>**Healthy snacks** | Mobile Class<br>£10,287.96<br><br>£35,743.63<br><br>£14,040.00<br><br>£2,000<br>£2,000 | Short term (by Oct '25)<br>Groups of children will be more engaged with learning as approaches, spaces and supports are implemented and adapted appropriately.<br><br>Wellbeing data will be collated and analysed for all children in P4-P7. (Action planning within SIP)<br><br>Medium term (by Feb '26)<br>Identified children and interventions will be in place and continued evidence of progress and impact evident.<br><br>Long term (by June '26)<br>Data analysis will demonstrate improved levels of wellbeing as a result of planned supports and/or interventions. |
| Attendance<br>Data analysis identifies poor attendance rates in P1 which is resulting in gaps in learning and is likely to lead to continued poor attendance in subsequent years. | Further analyse attendance data and identify strategies and approaches to improve attendance rates. | Data will evidence an improvement in attendance.<br><br>Attendance rates<br>P1 cohort, session 26-27, to achieve an attendance figure of at least 90% by June 27. | PEF funded Principal Teacher<br><br>Walking bus 2.5 hours | £1947.50 | Data analysis will demonstrate improved attendance for our P1 and P2 cohorts for session 26-27, meeting the local authority stretch aim of 94.3%. |

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|---|---|---|---|---|---|
| | | P2 cohort, session 26-27, to improve attendance from 83.68% to at least 90% by June 27. | | TOTAL £66,019.09 | **TOTAL £191,046.61** |

**Self-Evaluation Core Quality Indicators over time (Microsoft from also to be updated)**

| Core QI | Establishment Self Evaluation (1-6) | | | Validated Self Evaluation | HMiE |
|---|---|---|---|---|---|
| | 24-25 | 25-26 | 26-27 | Date: Nov '24 | Date: Sept '25 |
| 1.3 Leadership of Change | 4 | 4 | 4 | 4 | 4 |
| 2.3 Learning, teaching and assessment | 3 | 4 | 4 | 3 | 4 |
| 3.1 Ensuring wellbeing, equality and inclusion | 4 | 4 | 5 | 4 | 4 |
| 3.2 Raising attainment and achievement/Securing children's progress | 3 | 4 | 3 | 3 | 3 |