

Buckhaven Primary School
ELC/SCHOOL IMPROVEMENT PLAN
SESSION 2026-2027



Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: Increase attainment in Literacy for children in Primary 1, Primary 4 and Primary 7 by embedding a wide range of raising attainment interventions at universal, additional and intensive level.				
HGIOS4 Quality Indicators			Quality Improvement Framework	
1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Overall attainment in Literacy in Primary 1 will increase from 68% to 78%* Overall attainment in Literacy in Primary 4 will increase from 70% to 80%* Overall attainment in Literacy in Primary 7 will increase from 46% to 59%* <i>*To be updated in line with Stretch Targets (when received)</i>	Professional Learning Activity - Further embed the use of Fife Documentation and Planning to ensure consistency of approach. Embed newly established planning procedures to ensure consistency for all. 2 identified class teachers will participate in Qi Reading Programme and 2 identified class teachers will participate in Qi Writing Programme from September 2026. - Identified Class teachers will fully implement the Reading and Writing Qi Bundles within their classes, ensuring relevant assessment and tracking tools are employed as necessary.	All teaching staff Identified class teachers at key stages (to be updated following confirmation of staffing) SLT and all teaching staff across Primary 1 – Primary 7. Staff will: engage with professional learning opportunities; prepare attainment information termly ahead of discussion with SLT and Support for	Data - P1 BASE, P4 and P7 NSA - Attainment Tracking through <i>Progress Framework</i> - Tracking of individual cohorts over time (P1, P4, P7, EAL, CEC, CPR, SIMD 1 and 2, ARMED FORCES - Records of Understanding used to record pupil progress through a level. - Forward planning documents and evaluations.	Staff to fully implement use of Fife Documentation and Planning from August 2026. P1 BASE to be completed in August 2026 and May 2027. P7 NSA to be completed November 2026. P4 NSA to be completed in January 2027. Tracking and Progress Meetings to take place once

	- SLT to support with spread and scale of Quality Improvement work across all classes. Learning and Teaching - Class teachers and SLT to fully implement the newly established Learning, Teaching and Assessment Strategy across all stages of the school. - Targeted intervention groups in Literacy in Primary 1, 4 and 7 using the 5 Minute Box resource. - Class teachers to implement the use of Sumdog as a raising attainment intervention and assessment tool in spelling and grammar. - Class teachers to follow individual planning processes for children following the Milestones for Learners with Complex ASN. - Class teachers and Pupil Support Assistants (supported by the Support for Learning Teacher) across Primary 1- 3 to deliver raising attainment intervention (Read, Write Inc), specifically focused on children who are off track in Reading.	Learning Teacher; participate in planned opportunities for moderation in Literacy throughout the session, looking both inwards and outwards. SLT will carry out planned classroom visits in September 2026, November 2026, and March 2027. (1 to be Learning Partnership date TBC) All PSA staff. Pupil Support Staff will support targeted intervention in Literacy in Primary 1, 4 and 7 using 5 Minute Box. All class teachers Support for Learning Teacher to participate in Tracking Meetings to ensure shared approach to targeted interventions for children. Class Teachers and Pupil Support Assistants working across P1 – P3 will support targeted intervention in Literacy in Primary 1, 2 and 3 using Read, Write, Inc Programme.	- Qi tools, including Run Charts and completed Qi posters - Record of Tracking Meetings. - Assessment Jotters Views - Staff, pupil and parent views collected in collegiate sessions and through various surveys. - Feedback from Learning Partnership Visit. - Feedback from Pupil Focus Groups. Direct Observations - Learning Partnership Visits. - Regular classroom and playroom visits from SLT, outlined in Quality Assurance Calendar. - Professional Dialogue from Tracking Meetings.	per term, included in 35 hour working week. September 2026, February 2027 and May 2027. Collegiate Calendar and Quality Assurance/Mod eration Calendar to be agreed June 2026 and shared with staff. Identified teachers to engage with Reading and Writing Qi Programmes from September 2026. Raising Attainment Interventions to be embedded on an ongoing basis and throughout the session. All teaching staff to engage in
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	- All teaching staff to engage in professional learning sessions using The West Partnership Learning, Teaching and Assessment Cycle Platform. Assessment and Feedback - Regular, rigorous and planned opportunities for assessment and moderation to be agreed through the Quality Assurance Calendar. Class teachers to engage in a range of moderation activity (both within school and in partnership with 2 other schools in the Cluster) including: jotter moderation, pupil attainment sampling and writing moderation. - Class teachers to fully implement the use of Fife's Reading, Writing and Listening and Talking Assessment Packs across all stages. - Class teachers will continue to take ownership over attainment data for their classes, with a specific focus on key cohorts of identified children. Class teachers will track children's progress and use assessment	<u>Responsibility for interventions</u> (planning and ongoing evaluation led by SLT) Universal: Full implementation of Fife Key Documentation and Literacy Assessment Packs. Full implementation of Reading and Writing Qi Bundles at key stages. Sumdog to track and assess Spelling and Grammar across P4 – P7 - All teaching staff, Support for Learning Teacher and PSAs working in classes. Additional: 5 Minute Box/Read Write Inc– delivered by trained PSAs and Teaching Staff (where appropriate), trained and supported on an ongoing basis by Support for Learning Teacher. Intensive: Support provided to individual children – Nessy/Toe by Toe/Observation Sheets and individual planning (Foundation and Pre-Early Milestones) – Planned for by Support for Learning Teacher and implemented/evaluated by teaching staff and PSAs.		professional learning sessions using The West Partnership Learning, Teaching and Assessment Cycle Platform from In-Service Days in August 2026 and throughout the session at planned collegiate sessions. Learning Partnership visit by November 2026
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	evidence to support professional judgements.			
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment and Meeting Learner's Needs				
Focused Priority: All children from Nursery to Primary 7 will have opportunities to express clearly how they feel and will be empowered to discuss the need for support with any aspect of their wellbeing, using appropriate language. All staff will enhance their knowledge and understanding of the core approaches to support children's wellbeing in Nursery and School. This will be underpinned by a vision that is ambitious for all of our children.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of change 2.1 Safeguarding and Child Protection 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement		Leadership: - Leadership of continuous improvement - Staff skills, knowledge, values and deployment Children play and learn: - Playing, learning and developing - Curriculum - Learning, teaching and assessment Children are supported to achieve: - Nurturing care and support - Wellbeing, inclusion and equality - Safeguarding and Child Protection		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Across Primary 4 to 7 there will be an increase in the number of children answering "agree" to the statement: <i>I feel staff really know me well</i> from 79% to 90%. Across Primary 4 to 7 there will be an increase in the number of	Professional Learning Activity - All teaching staff to familiarise themselves with the My World of Work platform and Wider Achievement Tracker. - Ensure all staff are confident with the content of Fife's Relationships and Behaviour Policy; Physical Intervention Policy; and the school's updated Anti-Bullying Policy and embed this across all aspects of school life.		Data - Evidence from a range of pupil, staff and parent surveys. - Attendance/Exclusion figures - Incidents of violence and aggression - All children from across P4 to P7 to complete "Wellbeing Web"	17th August – all staff will engage in refresher session around the school's vision, values and aims. 18th August In-Service Day – all PSAs and Non-Class Committed staff will attend Relational Approaches

children answering “agree” to the statement: <i>My school listens to concerns about bullying</i> from 68.8% to 80%. Across Primary 4 to 7 there will be an increase in the number of children answering “agree” to the statement: <i>My school takes action following reports of bullying</i> from 72.6% to 85%. Across Primary 4 to 7 there will be an increase in the number of children answering “agree” to the statement: <i>My school knows about the things I am good at</i> from 79% to 90%. Across Primary 4 to 7 there will be an increase in the number of children answering “agree” to the statement: <i>My school knows what I like doing</i>	• All staff to engage in learning in the Core Approaches, with particular focus on trauma informed practice. This will be supported by the Professional Learning Team through a whole school engagement model. • All staff will engage with online professional learning module – <u><i>Trauma Informed Practice – How Nurture and relationships can create an emotionally healthy way to learn.</i></u> • All teaching staff to engage in refresher training around the effective use of wellbeing indicators to inform a wellbeing assessment. Learning, Teaching and Assessment • Ensure there are regular, high quality, and ongoing opportunities in the classroom for all children to assess and evaluate their own wellbeing, setting clear targets and asking for support if necessary. • Ensure there are regular and ongoing opportunities for children to record and celebrate their wider achievements through the use of My World of Work platform and Wider Achievement Tracker. • Ensure all children feel empowered to engage in an assessment of their wellbeing		• Nurture Profiles/GMWP Survey Views • Parent/carers views during parents evenings/report feedback • Responses to pupil, staff and parent surveys. • Pupil groups • Nurture Profiles Direct Observations • Learning Partnership Visits. • Regular classroom visits from SLT, outlined in Quality Assurance Calendar. • Pupil groups and SLT quality assurance processes • Informal observations of corridors, communal spaces and playgrounds.	professional learning session. By October 2026 – engage with children in ambassador groups and in assemblies to refresh the Vision, Values and Aims. By October 2026 - Relationships and Behaviour Policy to be shared with whole school community. By December 2026 – complete Anti-Bullying Policy work to ensure there is a school policy and pupil policy created, in line with the local authority policy. By June 2027, all staff to engage in Core Approaches training. This will be supported by the Professional Learning Team. By June 2027, all staff will engage with the
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<i>when I am not at school</i> from 46.8% to 75%. Across Primary 4 to 7 there will be an increase in the number of children answering “agree” to the statement: <i>Adults ask me about what I don’t like at school</i> from 64.3% to 80%. Across Primary 4 to Primary 7 there will be an overall reduction in the number of children answering, “Don’t know” in pupil surveys, suggesting an improvement in children’s ownership over their own wellbeing. All staff will have a better understanding of trauma-informed approaches and relationship-based approaches. This will result in an improvement in children’s needs being	and have planned opportunities to reflect on this regularly. • All teaching staff to revisit Respect Me resources and ensure anti bullying messages are delivered regularly through learning and teaching. • Children to create a Pupil version of the school’s Anti-Bullying Policy. • Further embed the work of the Wellbeing Ambassadors across all stages of Nursery and School. • Ensure opportunities for Kitbag and Lego Therapy and embedded and tracked to record progress and impact. • Mental Health Ambassadors to be established to support the promotion of Mental Health Awareness across all stages from Nursery – P7. Assessment and Feedback • All teaching and Pupil Support Staff will participate in completing wellbeing assessments for children. Ensure children are involved in this process using a pupil voice feedback form prior to any review meetings or report writing.			Trauma Informed Practice Video Series. February In-Service Day – staff to engage with materials to support understanding of Nurture and begin to engage in whole school engagement led by the Professional Learning Team.
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met, resulting in almost all children feeling heard, valued and supported. In Nursery - children, staff and families will have ownership over a shared, values-driven curriculum rationale that places children's needs, interests, rights, and local context at the centre.	In Nursery - Review of the vision/values/aims • Gather staff, children, and families' views on what matters most in our curriculum. • Review national and local guidance with staff. • Draft a setting-specific curriculum rationale. • Hold feedback sessions with staff and families • Finalise and publish rationale across all platforms.	DHT and EYLO EYOs PNT Families Partners	18th August 2026 In-Service Day - Gather staff views on what matters most in our curriculum. Review National/Local Guidance with Staff Sept-Oct 2026 Gather children and families' views on what matters most in our curriculum. Nov 2026 In-Service Day – Draft of a Buckhaven Nursery Curriculum Rationale Dec 2026 – Feedback session with families Dec 2026 - Curriculum Rationale to be published and shared with all stakeholders.
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Ongoing Evaluation
This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: Raise attainment for the majority children in nursery by ensuring there is an inclusive communication and language rich environment. By May 2027, 67% of children who entered nursery between August 2025 and April 2026 will be assessed as Green and less than 27% of children will be assessed as Red in the Elips 'saying' category (Baseline: 47% Green (7 children); 6% Amber (1 child); 47% red (7 children))				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change		Leadership: - Leadership of continuous improvement Children play and learn: - Playing, learning and developing - Learning, teaching and assessment Children are supported to achieve: - Nurturing care and support - Wellbeing, inclusion and equality - Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
The majority of N5 children will be working within Early Level Progressing and within eLips "Saying" green range by the end of May 2027. Targeted children will make clear, measurable gains linked to agreed	Professional Learning Activity - Staff will engage with Early Language and Communication Quality Improvement Programme. - Staff will fully implement Communication High 5 approaches with support from the QI Improving Early Language and Communication team. - Staff will complete full day training and 6 bitesize training	EYLO and EYOs EYLO and EYOs DHT, PNT and EYOs	Data - Attainment Tracking through Progress Framework and eLIPS. - Forward planning documents and evaluations. - Attainment Overviews - Evidence of observations in PLJs - Feedback from EYOs/efoms	QI Improving Early Language and Communication project. Full day training on In-service day in August 2026 and 7 bitesize sessions between August and December 2026. SLT engagement in 2

language and communication aims. Children's learning will be better supported at home through the use of planned parent/carer family learning opportunities. Parents/carers will have a better understanding of the communication tools and strategies available, and as a result, children will be better supported to further develop their use of language.	sessions to support implementation of Communication High 5. - Staff will engage in opportunities to network and collaborate across different settings to share learning and good practice. Learning, teaching and assessment - Regular tracking meetings between SLT and Early Years staff to review and analyse improvement data, discuss learning, and agree next steps. - Use eLIPS screening tool to further support children's progress. - Use Qi tools to understand root causes of poor language and communication. - Set clear, measurable improvement aims at nursery and individual child level. - All staff to use their knowledge of the Communication Handbook and apply appropriately to support their keyworker child. - Regular opportunities for all children to be offered to explore Songs and Tap Tap Box by all staff. - Literacy Audit using Up, Up and Away. - Family learning opportunities offered for children and families	EYLO and EYOs EYLO, PNT and EYOs All staff EYLO and EYOs DHT and EYLO All staff. All staff. All Staff All staff	- Data gathered using Qi methodology Views - Feedback from Learning Partnership Visit and playroom observations. - Staff feedback during development sessions and throughout self-evaluation. - Feedback from PEEP/Nursery Bookbug Sessions/Stay and Play Sessions and Progress Chats Direct Observations - Learning Partnership Visits. - Regular playroom visits from SLT, outlined in Quality Assurance Calendar. - Professional Dialogue from Tracking Meetings and Nursery Learning Conversations - PLJ observations	Quality Assurance Sessions to support self-evaluation and measuring of impact. (Date TBC) Bookbug, PEEP and Family Learning sessions to be provided throughout Session 2026-2027 Upscaling of QI Project in Term 3 and Term 4 of Session 2026/2027
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	to engage in Bookbug and Kodaly. • Lending Library to be offered to parents. Staff to make up literacy bags which will be offered to parents. • Staff to engage in World Book Day, Nursery Rhyme week and Bookbug Week. • Information to support parents with Communication and Language to be shared on Seesaw. Assessment and Feedback • Develop spread plan to scale up Communication High 5 across setting. • Track impact and display data over time using run charts. Use data effectively to inform practice. • Senior Leader(s) to establish QA processes to ensure full implementation and sustainability. • EYOs, supported by the PNT and EYLO will continue to take ownership over attainment data for their key children, with a specific focus on key cohorts of identified children. • EYLO and PNT will track children's progress and use assessment evidence to support professional judgements.	All staff. All staff led by EYLO. All staff. All staff. All staff. All staff.		
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Ongoing Evaluation
This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: Progress for all children in our Enhanced Provision will be clearly and consistently evidenced over time. All staff within the Enhanced Provision will improve the consistency and quality of tracking and monitoring processes by embedding the Buckhaven PEP Standard and using the Progress (Complex Needs Framework) to track learner progress over time. This will be achieved through strengthening the use of Personalised Learning Journeys (PLJs), including high-quality observations, and digital tools such as Book Creator.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 – Leadership of Change 2.3 – Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

All children in the Enhanced Provision will have their progress clearly evidenced over time, including capturing small steps of progress and wider achievements. Teaching Staff will use tracking information and pupil voice to ensure that learner experiences are matched to their individual needs. This will result in all children experiencing personalised learning opportunities across the curriculum. Staff will have increased confidence and consistency in tracking children's progress in their learning, which will ensure children's learning experiences are appropriately matched to tracking information. Digital tools will be used to support staff to gather key information, leading to improvements in the quality of observations	Professional Learning - Further embed the <i>Buckhaven Primary Enhanced Provision Standard</i> to develop a shared understanding of staff roles and responsibilities and a consistent approach to planning and gathering evidence of learning. - Ensure staff understand how to use the Progress (Complex Needs Framework) to effectively track and analyse children's progress. - All staff to engage in a professional learning session focused on high quality observations. - All staff to develop confidence in using Book Creator to capture, evidence and communicate learning. Share exemplars of effective PLJs to model expectations and support consistency. Professional Dialogue - Engage in tracking discussions with Class Teachers three times per session, using Progress data to identify clear next steps.	PT CTs PSAs PT CTs EW (PNT) KH (CT) All staff PT CTs PT CTs	Data - Attainment Tracking through Progress Complex Needs Framework. - Evidence of observations and progress towards targets in PLJs. - Records of Understanding used to record pupil progress through a level. - Forward planning documents and evaluations. Views - Pupil, staff and parent Feedback from Learning Partnership Visit and questionnaires. - Staff feedback during development sessions and throughout self-evaluation. Direct Observations - Learning Partnership Visits. - Classroom visits from SLT, outlined in Quality Assurance Calendar.	August Inservice Day – All staff will engage in a session on <i>Buckhaven PEP Standard</i> and will work together to create an overview of expectations. By October 2026 all staff will have received professional learning on using the Progress (Complex Needs Framework) and will have protected time to use this framework to track children's progress. By December 2026, all staff will have engaged in professional learning session on high quality observations and using technology to record observations. August Inservice Day – All staff will engage in a session on using Book Creator to record pupil progress. Tracking and Progress Meetings to take place three times per session, included in 35 hour working week. September 2026, February 2027 and May 2027.
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gathered. This will result in more accurate judgements of children's progress and appropriate next steps being created for children. Children will also have a learning journey that is tracked and documented over time.	Policy Development - Continue work on the <i>Buckhaven Primary Enhanced Provision Standard</i> to ensure shared expectations for PLJs, observations and evidence of progress over time. - Create clear, concise guidance which outlines what high quality evidence looks like and an agreement of expectations for Book creator PLJs. Looking outwards/ working collaboratively with others - Engage with other Enhanced Provisions to share and compare approaches to tracking and evidencing progress. Assessment and Feedback - Regular, rigorous and planned opportunities for assessment and moderation to be agreed through the Quality Assurance Calendar.	PT CTs PT CTs PSAs PT SLT	- Professional Dialogue from Tracking Meetings. - QA document which looks at planning documentation, PLJ's and evidence of progress/pupil voice.	Between August 2026 and April 2027. All staff will take part in sessions to evaluate and adapt the <i>Buckhaven PEP Standard</i>. By December 2026, all staff will have received training on High Quality Observations and will have worked collaboratively to create a guidance document to support this work. Through the PT network throughout the academic year, there will be an opportunity to engage with other Enhanced Provisions to share and compare tracking approaches. Once per term teachers and PT/SLT will take part in a shared QA process using a QA document to evaluate progress of learning through planning documentation, PLJ evidence and pupil voice.
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 128,520 plus carry forward £45, 964 = £174, 484 (£44,399 required for staffing costs from April 26 – Aug 27)
School Context (copied from SIP) Our current school roll is 286. This includes an Early Entrants Nursery with 15 children, a 3-5 Nursery with 40 children, and an Enhanced Primary Provision with 39 children attending over the course of the week, including 18 children who attend full time. There are currently 9 mainstream classes in our school and 3 classes in our Enhanced Provision. 82% of our children live in SIMD1 or 2. 22 children (8%) have English as an Additional Language. Our FME currently sits at 44%. We have 20 Care Experienced children, 5 of these children are currently Looked After. 112 children have an identified Additional Support Need (42%). We have 3 Armed Forces children.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
At Buckhaven Primary School we recognise the need to reduce the Cost of the School Day for all children and families, and particularly for our children who are already experiencing poverty. We provide breakfast every day to all children across Primary 1 – Primary 7 and in our Enhanced Provision. All children have experienced at least 1 educational excursion, with no cost associated. Our Parent Council purchase our P7 leavers' hoodies. Families can pay in instalments to send their children on our annual residential trip to Ardroy. We receive weekly donations from The <i>Big House Multibank Project</i> and on average at least 20 families benefit from these donations each week. We have also hosted an 8 weekly "Boosting Budgets" programme for an identified group of parents. This programme focused on managing weekly household budgets, healthy eating on a budget and also directed families to various financial supports, including support with benefits. We provide nappies and wipes for families and children who require personal care (when necessary). We also provide fruit and cereal bars to every class throughout the school to offer a free, healthy snack each day.	
Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) In Session 2025 – 2026, we allocated £700 to a class teacher who recognised the increasing level of need in her class. She used the funds to purchase a range of alternative seating and classroom resources, specifically focused on meeting learners needs. Through a range of self-evaluation activities, stakeholders have identified the need to raise attainment in reading. There will therefore be an allocation of a budget of approximately £10,000 to our Reading Schools Working Group and our Reading Ambassadors (P1 – P7 pupils). The funds will be used to purchase reading materials and raising attainment interventions to raise attainment in reading as they see fit. A variety of stakeholders have identified that children need to have increased opportunities to learn outdoors. Each class teacher from P1 – P5 will be allocated funds to purchase outdoor learning materials to develop this further.

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 71, 917	
Raising Attainment			
- Attainment in Literacy across Primary 1, 4 and 7 in June 2026 is 65.3% which is below the national average of 74.5%. - For that reason, Pupil Equity Funding will be used to support interventions planned to raise attainment in Literacy across Primary 1, Primary 4 and Primary 7 in Session 2026 – 2027.			
Enhanced Nurture Provision			
We have identified a cohort of 68 children (30%) from across Primary 1 - Primary 7 who face challenges with emotional wellbeing, emotional regulation and emotional literacy skills. This is having a negative impact on their attainment, engagement, and achievement especially in reading, writing and numeracy. Delivery of Kit Bag sessions, Lego Therapy sessions and 1-1 Wellbeing Check-Ins will provide additional strategies to support self-regulation.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Overall attainment in Literacy in Primary 1 will increase from 68% to 78%* Overall attainment in Literacy in Primary 4 will increase from 70% to 80%* Overall attainment in Literacy in Primary 7 will increase from 46% to 59%*	Raising Attainment Pupil Equity Funding will be used to fund 77 hours of Pupil Support Assistants from August 2026 to August 2027. Pupil Support Assistants will be responsible for: - Supporting key individuals as identified. These individuals are impacted by poverty. This will be evaluated on an ongoing basis through Progress Tracking meetings. - Supporting key individuals across the school, meeting learning needs and	Data: - Attendance and engagement data will be reviewed regularly and action recorded. - Attainment tracking through Progress Framework - Individual assessments and Baseline/Post Intervention Data - Qi Improvement Project Data - P1 BASE, P4 NSA and P7 NSA - Individual pupil targets will be created and monitored based on a range of data sources	What has been the impact? Have you met your original expected impact?

<i>*To be updated in line with Stretch Targets (when received)</i> Identified children from across Primary 1 to Primary 7 will benefit from PSA support to engage in 5 Minute Box intervention sessions regularly to improve attainment in Literacy. Identified children from across Primary 1 – Primary 3 will benefit from PSA support to engage with Read, Write, Inc raising attainment intervention. Enhanced Nurture Provision By June 2027, 30% of children across the school will have improved wellbeing as their barriers to learning will have been reduced. Identified children in cohorts will meet their individual targets. (81% of children who have been referred for enhanced nurture support live in SIMD 1 – 4)	promoting and encouraging readiness to learn. • Deliver Literacy Pack (5 Minute Box Intervention) to identified children across Primary 1 to Primary 7. • Deliver Read, Write, Inc intervention to identified children across P1 – P3. • Support for Learning Teacher will oversee intervention delivered by PSAs, supplying carefully planned resources to support learning in Literacy. Offer enhanced nurture provision for a cohort of identified children across Primary 1 to Primary 7. Including: • A programme of targeted, enhanced nurture sessions consisting of: Lego therapy sessions; Seasons for Growth; and Kitbag sessions. This will also include a programme of 1-1 check ins with identified children using the “My Star” assessment.	including, GMWP data and Leuven scale data • Intersecting Data overview completed once per term. • Achievement of Hi 5 Awards (SVQ Level 2) • My Star Assessment Check Ins. Views: • Parent, pupil and staff surveys • Feedback from pupil focus groups • Feedback through Seasons for Growth surveys and celebration session • Evidence of learning shared via Seesaw, parental feedback to be gathered. • Feedback from Learning Partnership Visit Direct Observations: • Identified children’s engagement in their learning will increase (age and stage dependent). • Learning Partnership Visits • Regular classroom visits, outlined in Quality Assurance calendar. • Professional Dialogue from Progress Tracking Meetings	
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Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £10,000	
Raising Attainment - Attainment in Reading across Primary 1, 4 and 7 in June 2026 is 70.5%. This is below the national Literacy average of 74.5% - An audit of reading books and library provision across the school highlighted that there were significant gaps in reading materials which celebrate diversity and inclusion. There are also significant gaps in decodable reading books and non-fiction texts for children across Primary 1- Primary 7. Attainment in reading across key stages suggests that intervention is required to close the gap for identified children.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Attainment in Reading in Primary 1 will increase from 68% to 78%* Attainment in Reading in Primary 4 will increase from 73% to 80%* Attainment in Reading in Primary 7 will increase from 54% to 64%* *To be updated in line with Stretch Targets (when received)	- A number of appropriate interventions have been identified to raise attainment in reading. These include: the implementation of Nessy Reading Programme for identified cohorts; Read, Write, Inc Raising attainment intervention for identified children across Primary 1 – Primary 3; Sumdog spelling and grammar intervention for all children across Primary 4 – Primary 7; and the purchase of Yoto Players and cards for every classroom across Primary 1 – Primary 7 and our Enhanced Provision. - Introduce the use of PM Benchmarking Toolkit. Engage in a process of Benchmarking identified cohorts of children to gain an accurate measure of children’s progress in reading.	Data: - Attainment tracking through Progress Framework - Individual assessments and Baseline/Post Intervention Data - Qi Improvement Project Data - P1 BASE, P4 NSA and P7 NSA - PM Benchmarking Assessment Views: - Feedback from pupil focus groups - Feedback from Learning Partnership Visit	What has been the impact? Have you met your original expected impact?

	• Purchase reading materials which celebrate diversity and inclusion. • Purchase a range of decodable reading books and non-fiction texts for children across Primary 1- Primary 7, with particular focus on texts to engage reluctant readers in the upper school.	Direct Observations: • Learning Partnership Visits • Regular classroom visits, outlined in Quality Assurance calendar. • Professional Dialogue from Progress Tracking Meetings	
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Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 4799	
Outdoor Learning and Emotional Wellbeing			
- We have identified a cohort of children across Primary 6 and 7 who face challenges with emotional wellbeing, emotional regulation, and emotional literacy skills. 56% of children across Primary 6 and 7 have identified additional support needs, and almost one third of children across this cohort have also experienced Adverse Childhood Experiences (ACEs). This is having a negative impact on their attainment, engagement, and achievement. Delivery of Outdoor Learning Experiences for these children will offer opportunities for them to engage in learning in alternative ways; to develop social skills; to further develop their Meta-skills and increase their confidence and self-esteem. 12 identified children will also achieve a Natural Connections Award. - Through self-evaluation, stakeholders have identified a desire for children across Primary 1 – Primary 7 to have more regular opportunities to learn outdoors.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

By June 2027, all children across P1 – P7 will have experienced an outdoor learning opportunity at least once per week. For children in Primary 1 – 5 and in Primary 7, this is currently 0% (June 2026). By June 2027, identified children will be better able to regulate their emotions and will recognise the benefits of learning outdoors. This will include further opportunities to enhance their Meta-skills. By June 2027, identified children will meet their own individual targets and will be better able to reflect on the improvements in their own wellbeing. By June 2027, identified children will have had opportunities to use their local community as a learning resource, learning to engage in appropriate and controlled risk-taking behaviours.	P6 Outdoor Learning • All children in Primary 6 will participate in weekly outdoor learning sessions. This will be separated into 10 week blocks and will conclude with a full adventure day to recognise skills learned and apply these in a new and challenging environment. P7 Natural Connections • 12 identified children from Primary 7 will participate in Natural Connections sessions for 1 full day per week for the full school session. • Children will engage in weekly outdoor education sessions at Lochore Outdoor Education Centre and the surrounding local areas. • Children will participation in Natural Connections award programme and receive this award on completion of the programme. • Children will develop trusting and positive relationships with outdoor education staff, supporting readiness to transition to S1 in August 2027. • Children will complete Natural Connections Logbooks to track progress and learning. P1 – P5 Learning Outdoors • Budget allocated to each class (£200) to purchase outdoor learning equipment to support the process of moving learning outdoors.	Data: • Attendance • Data from incidents of violence and aggression • Pre and Post Surveys • Completed Logbooks • Outdoor Learning Display to evidence Outdoor Learning journey. Views: • Feedback from children, staff and Outdoor Education Instructors • Individual impact statements from children. Direct Observations: • Feedback from Outdoor Education Instructors • Observations from engagement throughout the school week. • Professional Dialogue from Progress Tracking Meetings • Class teacher observations of learning.	What has been the impact? Have you met your original expected impact?
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	Revision of Loose Parts Play provision. All classes to be timetabled to participate in loose parts play.		
Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 15,698	
Increased capacity of teaching staff/Enhanced Nurture Provision We have identified a cohort of 68 children (30%) from across Primary 1 - Primary 7 who face challenges with emotional wellbeing, emotional regulation and emotional literacy skills. This is having a negative impact on their attainment, engagement, and achievement especially in reading, writing and numeracy. Delivery of an Enhanced Nurture Provision will support their emotional wellbeing, and the wellbeing of their families to allow for improvements in attendance, engagement and achievement. PEF funding will be used to fund a Probationer for Session 2026 – 2027. This will allow for a more experienced class teacher to be released from class to lead enhanced nurture work across our school from Primary 1 – Primary 7.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

Enhanced Nurture Provision By June 2027, 30% of children across the school will have improved wellbeing as their barriers to learning will have been reduced. Identified children in cohorts will meet their individual targets. (81% of children who have been referred for enhanced nurture support live in SIMD 1 – 4)	Creation of an enhanced nurture provision for a cohort of identified children across Primary 1 to Primary 7. This will include: • A programme of targeted, enhanced nurture sessions consisting of: Lego Therapy; Seasons for Growth; Nuggets of Nurture; Art Therapy; Anxiety Management Workshops; Emotional Regulation; and Kit Bag. • A range of sessions to support families and sessions to support parents with emotional regulation. Including: Solihull Approach; Family Fun Sessions; and Boosting Budgets. • Establishment of a family/nurture space at Buckhaven Primary School, creating a warm and nurturing base to run the enhanced nurture sessions and family learning sessions. • Daily morning nurture check-ins established through the introduction of a Breakfast Club. • Nurture Profile completed for every identified child, leading to referrals to enhanced nurture provision. • Glasgow Motivation and Wellbeing Profile completed at the start of Session 2026/2027 and at the end of session. • Leuven scale completed for each identified child on a termly basis. Strengths and difficulties and individual plans adapted.	Data: • Attendance and engagement data will be reviewed regularly and action recorded. • Individual assessments and Baseline/Post Intervention Data • Individual pupil targets will be created and monitored based on a range of data sources including, GMWP data and Leuven scale data, Nurture Profiles • Intersecting Data overview completed once per term. • Achievement of Hi 5 Awards (SVQ Level 2) • My Star Assessment Check Ins. Views: • Parent, pupil and staff surveys • Feedback from pupil focus groups • Feedback from Learning Partnership Visit Direct Observations: • Identified children's engagement in their learning	What has been the impact? Have you met your original expected impact?
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	• Completion of HNIOS Audit	will increase (age and stage dependent). • Learning Partnership Visits • Regular classroom visits, outlined in Quality Assurance calendar. • Professional Dialogue from Progress Tracking Meetings	
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Pupil Equity Financial Plan Session 2026-2027 (to be completed with Business Manager)

[PEF Planned and Actual Spend Buckhaven PS 2026 27.xlsx](#)