

CAPSHARD PRIMARY SCHOOL
ELC/SCHOOL IMPROVEMENT PLAN
SESSION 2026-2027



Education Directorate Improvement Plan: Equality & Equity/ <u>Achievement</u> /Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 1: - Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology. - To support all staff through the use of digital technologies to effectively assess children's progress and provide high-quality feedback leading to a learning experience which ensures appropriate pace and challenge, leading to improved outcomes for children.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
A whole-school digital learning approach using Showbie to: -Enhance learning, teaching and assessment. -Improve feedback quality and consistency. -Support pupil independence and organisation. -Strengthen home–school communication.	- Re-organisation of resources/Inventory (timetabling) ensuring all children have regular access to Digital Technology. - Teacher Professional Learning – Showbie Educator/Apple Teacher. - Whole school agreement on use of Showbie (e.g., naming conventions, folder structure, feedback approaches) - aligning also with progression pathway/CfE Digital Literacy outcomes.	Nicola McLean (Transforming Learning Ambassador) Sharon Thibert DHT Teacher leader (P1-P5) – to be identified Pupil Digital Leaders All teachers	Learner Evidence - Increased learner confidence and competence in digital literacy skills. - Greater learner engagement, independence and ownership of learning. - Learners can effectively access, submit and reflect on learning through Showbie. Staff Evidence - Increased staff confidence and consistency in digital pedagogy.	Term 1-2 collegiate activity focus Sharing of Practice on Nov INSET

-Ensure progression in digital skills across all stages.	• Develop pupil Digital Leaders to support staff and peer (and also identify a teacher leader P1-P5) • Use Showbie to support parental engagement (sharing homework, Targets, class learning) • Use Showbie to enhance assessment evidence and moderation. (Link to Priority 2 – developing questioning and feedback) • P6/P7 specifically, to develop the use of Showbie across LTA • P6/P7 specifically, to introduce consistent feedback strategies (voice notes, annotations, success criteria checklists) and build shared banks of resources and templates.		• Wider use of digital tools to support assessment, feedback and learning. Parent Evidence • Increased parental engagement with learning through Showbie. • Positive feedback on communication and access to children's learning Quality Improvement Evidence • Digital learning audits. • Learning walks and classroom observations. • Learner, staff and parent voice.	Term 3 & 4
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement

Focused Priority 2:

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on:
 - Quality questions/Feedback/Adaptive teaching
 - Use of Fife assessment materials in reading, writing and maths

HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

Learners experience consistent high-quality approaches to LTA across the school, characterised by effective adaptive teaching, purposeful questioning, and high-quality feedback. Improved teacher practice, increased learner engagement, resulting in improved progress, attainment and achievement for all learners, with reduced variation in outcomes across classes and departments. Staff collaborate effectively through professional dialogue, moderation, and enquiry-based improvement activities to	• Whole school input on school LTA expectations (Planning Agreements/ 'Capshard Commitments' whole school approach) • Reading Reflection Groups & Professional Dialogue re LTA - Adaptive teaching/Questioning/ Feedback (Sue Cowley book – linked to 25/26 Cluster improvement priority. • Departmental tests of change (following attainment analysis) - linked to professional learning (Showbie and LTA). • Facilitated departmental moderation and professional dialogue. • Sharing practice linked to department tests of change. Agree simple whole-school rationale for LTA reviewing 4 phase model.	SLT: Lead learning, monitor implementation, and support through learning visits. Teachers: Apply agreed approaches, engage in moderation, use Fife materials. Share tests of change. Support Staff: Support consistent delivery and targeted interventions.	Quantitative Evidence • Improvement in attainment and achievement data. • Reduction in attainment gaps. • Improved learner engagement indicators (attendance, participation, completion rates). Qualitative Evidence • Pupil voice demonstrates improved understanding of learning and feedback. • Staff feedback indicates increased confidence and consistency in LTA approaches. • Parent feedback reflects positive learner experiences. • Improved methodology – tests of change Professional Judgement • Learning visits/learning rounds. • Classroom observations. • Professional dialogue records. • Departmental moderation evidence. • Sampling of learner work and assessment evidence.	Term 1/2: Professional learning and moderation (12 hrs – including Professional reading Term 2: Develop and implement agreed approaches Term 3: Embed and monitor Term 4: Evaluate and refine (2hrs sharing practice)
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continuously evaluate and improve practice.				
Ongoing Evaluation				

NURSERY

Education Directorate Improvement Plan: Equality & Equity/<u>Achievement</u>/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Nursery: Focused Priority 1 To further develop a clear, progressive, and responsive curriculum which ensures high-quality learning experiences for all children. • Strengthen staff understanding of curriculum design, continuity, and progression. • Create a curriculum rationale built by staff, learners and families. • Improve collaborative professional learning, improved planning and tracking approaches, and increased use of assessment evidence to inform next steps. • Look at improving opportunities across curriculum by building staff confidence in planning for and implementing interdisciplinary learning opportunities.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
Linked to all relevant QIs as well as key QIs 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		Curriculum • Curriculum rationale and design • Continuity and progression in the curriculum • Partnerships • Skills for life and learning Learning, Teaching and Assessment • Children's learning and engagement • Interactions to support learning • Planning and assessment • Tracking and monitoring Children's Progress • Children's progress over time • Overall quality of children's achievements • Ensuring equity for all children		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

Children experience a coherent learning journey with clear progression across early level. A shared, clearly articulated rationale reflects the unique context of Capshard Nursery and is shaped by staff, children and families. This will lead to a shared vision and consistency in approaching high-quality ELC. Children will develop creativity, independence, problem-solving, and collaboration through rich, interdisciplinary play.	Professional Learning CLPL on curriculum design, progression and interdisciplinary learning: • Focus on progression of curriculum using 4 contexts and 7 principles of curriculum design. • Learning, teaching and assessment – focus on planning, evaluations and using evidence from observations to inform next steps in learning. • Training in high-quality interactions and effective questioning. • Development of staff confidence in using assessment and tracking data (observations, trackers, eLIPS) to inform practice and evaluate progress of learning. Professional Dialogue / Moderation Regular moderation of learning evidence and shared expectations of progression. Structured dialogue focused on	Depute Headteacher: <i>Strategic leadership planning, QI monitoring and providing feedback to support staff.</i> Senior Early Years Officer: <i>Practice modeling, coaching, and supporting consistency in delivery across playrooms. Being involved in planning and tracking meetings to support staff and consistency in approaches.</i> Early Years Officers: <i>Active engagement in CLPL, leading aspects of curriculum development and contributing to curriculum rationale.</i> <i>Staff to continue to:</i> - Use self-evaluation toolkit of quality indicators to pinpoint	Data • eLIPS • Tracking data – long term overviews and individual child progress • PLJs show clear progression (7 principles) • Tracking meetings Views • Pupil voice groups – Little Leaders. Targeted at curriculum. • Increased engagement and ownership of learning for children. • Feedback from parents/carers to show increased understanding and contribution to learning in early years. • Staff showing increased confidence and consistency in approaching learning, teaching, and assessment. Observation	Term 1/2: Baseline audits/feedback, CLPL, begin rationale. Term 2: Embed moderation, draft rationale, improve and refine planning / tracking. Term 3: Consistency across playrooms through monitoring / moderation. Term 4: Evaluate impact, evidence of progress, plan next steps (sharing evidence and staff evaluations).
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More consistent, high-quality adult interactions which will extend children's thinking and experiences in learning. Planning will be responsive and clearly informed by assessment of evidence. Improved use of data ensures timely identification of next steps and targeted support/challenge.	evaluating learning and identifying next steps. - Tracking meetings to ensure all staff are moderating levels of progression and plan for targeted support/challenge. - Regular planning meetings weekly with shared expectations. Development of Document/Policy - Co-construction of updated curriculum rationale – learners, staff and families. - Clear guidance on interdisciplinary learning and progression pathways. - Refined planning and tracking systems. - Incorporate outdoor learning in planning proforma. Partnerships - Partnership working with peripatetic teacher and local settings to improve practice.	<i>areas of strength/development to improve practice.</i> <i>Continue to embed children's rights in daily practice using Rights Respecting Rangers and literacy experiences to guide this.</i> <i>Planning for interdisciplinary learning opportunities using CfE Experiences and Outcomes.</i> <i>Planning for quality outdoor learning.</i> <i>Celebrating wider achievements.</i>	- High-quality interactions using audit (baseline and evaluation after strategic action). - Evidence of interdisciplinary learning. - Consistent planning approaches visible across playrooms. QI Methodology Strategic change process - Using QI self-evaluation to identify urgency of change relating to curriculum, learning teaching and assessment and children's progress. - Identify strategic actions relating to focus areas and feedback so far from staff, parents and learners. - Triangulated evidence through learning walls, planning evidence, observations/monitoring, pupil voice, feedback from staff/parents and moderating practice amongst staff and across	
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	• Engagement with families to shape curriculum and learning experiences. • Inclusion for all – agency support to help staff engage further with Playboxes, Milestones for Complex Needs (setting individual targets and tracking progress).		partnerships – Torbain Primary School.	
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Equality & Equity/<u>Achievement</u>/Health & Wellbeing/Positive Destinations/Attendance & Engagement	
Nursery: Focused Priority 2: Fife CYPIC QI Early Language & Communication Programme: Improve language and communication for all children. • Staff engagement and training through Fife CYPIC QI Early Language and Communication Programme to improve outcomes for targeted learners. • Share with wider staff team and embed practice to improve language and communication skills for all learners. • Partnerships established to moderate effective practice with other settings and agency support (SaLT). • Share key messages and strategies with parents/carers to support learning at home. • Track impact through use of data including eLIPS.	
HGIOS4 Quality Indicators	Quality Improvement Framework
Linked to all relevant QIs as well as key QIs 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	Leadership of continuous improvement: ➤ Pedagogical leadership ➤ Leadership and professional learning ➤ Planning and continuous improvement Children are supported to achieve: ➤ Wellbeing, inclusion and equality ➤ Children’s progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children show improved language and communication. Targeted children make clear, measurable gains linked to agreed language and communication aims. Leadership of continuous improvement across nursery to achieve better outcomes for children. Increased staff confidence in tracking	Aim: Improved language and Communication for all children. - Establish QI Improvement Team to take part in Fife QI Early Language and Communication Programme and lead improvement work (2-4 practitioners) Participants will: - Collaborate with colleagues from nearby nurseries, and multiagency partners (EYDO's PTs, Speech and Language Therapists and the Improvement Coordinator) to share learning and good practice. - Analyse eLIPS data to agree on improvement aims and identify children to track impact.	The Early Years staff participating in Fife QI Early Language & Communication Programme will: - Lead and be accountable for improvement work. - Deliver short Communication High 5 sessions for all staff and share key learning and impact across the nursery. - Be responsible for checking their own and each other's consistent use of Communication High 5 strategies (Quality Control).	Outcomes for Children - Percentage of children assessed as 'green' in the eLIPS saying category. - Movement from 'red' to amber/green in eLIPS saying category. - Number of children with clear language and communication improvement aims. - Number of run charts capturing children's progress over time. - Evidence of Improved engagement and communication observed during play and learning (e.g. conversation samples or engagement records). Use of Data and Quality Improvement	Term 1/2 Lead staff form skilled QI team to lead this learning in the nursery. Key staff – SEYO + 2 practitioners attend INSET training Tuesday 18th (full day) at Markinch Primary School. Target children identified to implement support and measure impact. Sessions for lead practitioners to attend: 3.30pm - 5pm

children's progress and planning for targeted support.	• Use QI tools (i.e. fishbone) to understand the root causes of poor language and communication. • Set clear, measurable improvement aims at nursery and individual child level. • Track impact and display data over time using run charts. Use data effectively to inform practice. • Implement Communication High 5 strategies into everyday practice. • Link with parents and carers to clearly communicate the improvement aim and how Communication High 5 supports children's language and communication, encouraging consistent approaches between home and nursery. Scale Up Success: • Use collegiate time to focus on Communication High 5.	SLT will Quality Assure: • High-quality adult-child interactions in the nursery. • The consistent use of Communication High 5 across the nursery. • SLT will review and update quality assurance processes and documentation to support Communication High 5, including guidance for new staff.	• QI Improvement Team established and meeting regularly. • Number of improvement aims agreed at nursery and individual child level. • Run charts in use to show improvement over time. • Evidence that eLIPS data is analysed and used to set priorities and track impact. • Use of QI tools (e.g. fishbone diagrams) to identify root causes <u>Practice and Implementation</u> • Communication High 5 is consistently used in daily practice across the nursery. % of staff observed using Communication High 5 strategies consistently. • Quality Assurance evidence showing high-quality adult child conversations.	7 sessions from August – December. SLT to be given training on monitoring quality assurance and measuring impact. Support from QI team to facilitate training, resources, and data analysis. Ongoing coaching opportunities. Tracking meetings monthly to share tracking across curriculum (Curriculum QI) and data / tracking related to communication and language (Communication QI) Lead practitioners to be given support
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	• Support the Improvement Team to share Communication High 5 learning with all nursery staff. • Align Quality Assurance processes to check how well Communication High 5 is used in daily practice. • Hold regular tracking meetings between SLT and Early Years Staff. • Share key messages, strategies, and progress with parents through simple communication methods.		• Percentage of observations demonstrating Communication High 5 strategies. • Communication High 5 shared and reinforced through collegiate time. <u>Staff Confidence and Capability</u> • Number of staff trained through QI Early Language and Communication Programme. • Staff confidence in using Communication High 5 strategies. • Staff confidence in leading Improvement. • Evidence that learning is shared from the improvement team to all staff. • Staff voice. <u>Quality Assurance</u> • Communication High 5 embedded within Quality Assurance processes. • Communication High 5 is referenced in nursery guidance.	from EYDO to share training with wider team. Making links to Curriculum QI for quality assurance (SLT monitoring) interactions. Ensuring consistent use of Communication High 5. eLIPS data of target children to be analysed to measure success. <u>Term 3 / 4:</u> Communication High 5 embedded across wider staff team, led by the Nursery QI team. Strong Quality Assurance Processes
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			- Number of tracking meetings held between SLT and Early Years staff. - Collegiate time (mins) focused on Communication High 5 and early language. <u>Parent /Carer Voice</u> - Number of parent communications issues that explain communication High 5. - Parent/carers feedback on children's communication at home.	in place to ensure consistency and maintain momentum. Links to Milestones for Complex Needs ensuring symbol, sign and object has been improved across nursery.
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Equality & Equity/ <u>Achievement</u> /Health & Wellbeing/Positive Destinations/Attendance & Engagement
Nursery: Focused Priority 3: Empower children as leaders of their learning through meaningful outdoor experiences. Embed sustainability and environmental awareness across the ELC curriculum.

- Enhance interdisciplinary learning through real-life, outdoor contexts.
- Ensure high-quality learning, teaching, and assessment practices are evident in outdoor environments.
- Ensure continuity and progression in outdoor learning across the Early Level by building strong, collaborative links between Nursery and Primary 1.

HGIOS4 Quality Indicators		Quality Improvement Framework		
Linked to all relevant QIs as well as key QIs 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

Curriculum rationale and design: There will be a clear, shared vision for outdoor learning reflects sustainability, UNCRC, and child-led enquiry. Increased use of community environments (e.g. forest kindergarten) enriches learning experiences. Children demonstrate increased confidence, independence, and leadership in planning and evaluating outdoor learning. Children develop a deeper understanding of sustainability and environmental responsibility.	<u>Establish a Outdoor Leader Group:</u> - Children co-design outdoor learning experiences and sustainability projects. - Regular opportunities for pupil voice and leadership in planning (floor books). - Meet in outdoor classroom to share ideas/views. <u>Develop Interdisciplinary Outdoor Learning Projects</u> - Thematic units (e.g., “Our Local Environment,” “Weather and Seasons,” “Growing and Cooking”) integrating literacy, numeracy, STEM, and expressive arts. <u>Embed Sustainable Practice</u> - Introduce composting, recycling, water conservation, and biodiversity projects. - Engage with Eco-Schools Scotland or similar frameworks.	Rachel McFarlane (DHT) Leading quality assurance. Measuring impact through data, pupil voice, and feedback from staff/families. Rachel Walker (Nursery Perri Teacher) Leading curricular improvement and supporting teaching, learning and assessment within playrooms. SEYO Modelling good practice and allowing for staff development. EYO Engaging in professional learning All staff responsible for planning for	<u>Child Voice and Engagement</u> Observations: Track how often children initiate, lead, or reflect on outdoor learning experiences. Floorbooks/ Learning walls: Use these to document child-led projects, ideas, and reflections. Pupil Surveys or Conversations: Ask children what they enjoy, what they have learned, and how they feel about their outdoor experiences. <u>Staff Practice and Collaboration</u> Professional Dialogue Logs: Record outcomes of staff discussions, planning meetings, and shared reflections. Peer Observations: Use a simple framework to observe and give feedback on outdoor learning experiences. CPD Participation: Track staff engagement in sustainability and interdisciplinary learning training. <u>Sustainability in Action</u> Eco Projects Completed: Continue to engage in sustainability education using Sustainability Goals and small pupil-led	Are these linked to Working Time Agreement? Are timescales realistic?
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Staff plan and deliver high-quality interdisciplinary learning experiences outdoors, aligned with CfE. Outdoor learning is planned intentionally and reflected in weekly planning. Assessment is embedded in outdoor learning, with clear evidence of progression and achievement. Outdoor learning supports equity, inclusion, and wellbeing for all learners. Children experience smoother, more confident transitions into Primary 1 through familiar outdoor learning environments. Staff collaborate	<u>Enhance Assessment in Outdoor Learning</u> • Use observations, learning stories, and child-led documentation to assess progress. • Develop outdoor learning profiles or journals. • Incorporate planning for outdoor learning throughout the week. <u>Professional Learning and Collaboration</u> • Staff engage in professional enquiry and share practice on interdisciplinary outdoor learning and sustainability. • Collaborate with local partners, families, and community groups. <u>Celebrate and Share Learning</u> • Fundraiser event to raise money to enhance outdoor learning further.	quality outdoor experiences and using floor books / staff room journey for communication, measuring impact and planning for learners interests / progress. Working Party	topics to track changes like biodiversity, sustainable practice and reduced waste. <u>Family Learning and Community Involvement:</u> Event participation: Fundraisers and potential family learning opportunities planned within calendar year. Opportunities for parent/carers feedback on impact. Community Partnerships: Track engagement with local groups, rangers or environmental organisations. <u>Learning and Progression</u>	
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effectively to ensure consistent, progressive outdoor learning across the Early Level. Families are more engaged and reassured through shared outdoor learning experiences and visible learning journeys. Outdoor learning supports emotional wellbeing, engagement, and continuity in learning.	• Use digital platforms to share learning journeys with families. <u>Greater Early Years Transitions established Outdoors</u> • Joint Planning – Regular collaboration between Nursery and P1 staff to align outdoor learning approaches. • Shared Experiences – Organise joint outdoor sessions and projects using familiar spaces. • Transition Projects – Develop interdisciplinary outdoor projects that span Nursery and P1. • Child Voice – Involve children in shaping outdoor learning and transitions. • Family Engagement – Host shared outdoor events and shared learning stories with families. • Monitoring – Track impact on children’s confidence,			
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	wellbeing, and learning progression.			
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	£ 52,675
School Context (copied from SIP)	
School roll is 508 pupils The average SMID profile is 7.6% . 66% of learners live in SIMD 9 and 10. 2% of learners live in SIMD 1 and 2. 5.91% of our learners are in receipt of Free School Meals 9 different languages are spoken across our school. 2.56% of learners do not use English as their main language. 100 learners have an identified additional support need (19.09%). 45 pupils have been referred to NHS for support and investigation this session.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
Capshard Primary School and Nursery recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform – uniform is available to anyone who needs it; lost property is recycled and issued to those in need within school e.g. those who do not have a water bottle/warm coat. Any unclaimed lost property is donated to our local clothing bank. Travel – any child who represents the school is not asked to fund transport costs to do so. Community – all charity events e.g. Children in Need etc. are online donations only, so families do not feel pressure to pay. School trips – school trips are part funded by the school except for the P7 residential; however, families are encouraged to advise if they require support with payments so we can offer appropriate help. Families are given around 11 months to pay for the experience, enabling them to spread the cost into affordable payments. Clubs – all clubs are free. Home learning – activities do not require resources with costs attached. Curriculum – there are no costs for curricular activities. A small donation of £1.50 was charged for the school Panto. No records were kept of who donated, and no one was chased up if a donation was not paid. We also have Sharing Table at our reception area that is topped up monthly from the Big Hoose. Our unclaimed lost property is donated to the Salvation Army. We have three fundraising events per year which are all optional: a sponsored sports event – Capshard KM's, a Sustainable Book Fair where pupils donated unwanted books and they were sold for £1 or less and a Christmas Fair. These were fully inclusive, and no records are kept of who	

donated etc. All money raised goes towards subsidising the cost of school trips and supporting the purchase of resources. This year we raised £7800 through fundraising to subsidise the cost of the school 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?)
Our parents and carers were consulted on the priorities for improvement and budget use via: • Parentwise • Review meetings • Focus groups (target meetings related to cohorts) • Parent Council meetings • Informal dialogue	Not applicable

Rationale (what poverty-related attainment gap are you trying to address?)	Amount of Fund allocated (if appropriate) £
This does not all have to have a PEF cost What is the rationale behind your identified actions? why this is a priority? What are your gaps? Project 1 - Investment in Digital Learning (£10,000) Investment in Lexia, Nessy and Sumdog will provide targeted, adaptive support for learners at risk of missing out on key literacy and numeracy skills. These programmes offer high-quality, personalised overlearning opportunities, enabling children to revisit and consolidate learning at an appropriate pace, particularly those	

requiring additional support with phonics, spelling and number. In addition, Sumdog and Bug Club will extend learning beyond the classroom through accessible, adaptive homework, ensuring all learners can practice and apply skills in literacy and numeracy at home, regardless of starting point.

Project 2 – Employing Additional PSAs to enable ASN learners to access mainstream classrooms (£40,000)

At Capshard PS, a small group of non-verbal learners with ASN (10) who do not yet consistently access their mainstream classroom. Barriers include the need for increased adult support, variability in staff confidence, the suitability of the learning environment, and learners’ individual communication, sensory and regulation needs. As a result, opportunities for inclusion, independence, and progression within the mainstream setting are not yet maximised.

This is a priority to ensure equity and entitlement for all learners. Increasing time in class, with appropriately targeted support, will enable these children to engage more fully in learning, develop communication and independence skills, and achieve early and pre-early level milestones. Through strengthened partnerships working with teachers, staff, parents, and specialist services, we aim to improve inclusion while ensuring safety and wellbeing remain central.

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?)
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<u>Project 1</u> All learners will benefit from increased access to digital learning; however, targeted lower attaining learners (approx. 20–30%) will experience accelerated progress. By June, at least 80% of targeted learners will achieve expected or better progress (in line with Progress predictions or better). This will be supported by increased engagement, consistent use at home and school, and improved learner confidence and independence.	Class teachers / SLT Overview Learners will receive more personalised, targeted practice matched to their individual needs in literacy and numeracy. Children at risk of falling behind will benefit from increased overlearning, leading to improved accuracy, fluency, and retention of key skills. Learners will show greater confidence and independence, particularly in reading, spelling, and number. All children will have access to adaptive homework, increasing engagement, and extending learning beyond the classroom. Teachers will be able to identify gaps more quickly and provide timely support using programme data.	• Programme Data (Lexia, Nessy, Sumdog): • Progress in levels/units and months gained • Increased accuracy and fluency scores • Improved attainment in literacy and numeracy • Evidence of closing the gap for targeted learners • Increased learner engagement and time on task • High participation in adaptive homework (Sumdog/Bug Club) • Improved confidence and independence in class • Better application of literacy and numeracy skills • Increased accuracy in spelling, reading and number • Clear progression over time in jotters • Most learners report increased confidence and enjoyment • Learners feel more successful in their learning	
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX Project 2 Targeted non-verbal ASN learners (approx. 6–10 children) will experience improved support, resulting in almost all being consistently safe, regulated, and able to access their classroom environment. By June 2027, most will show increased participation in class activities and improved engagement in learning, with clear evidence of enhanced inclusion in daily school experiences.	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX SFL/SLT Led/ G Webster as line manager for PSAs Targeted Deployment Model • Allocate identified PSAs to key learners/classes at critical points of the day (e.g. literacy, transitions, unstructured times) • Move away from constant 1:1 to planned, responsive support • Enable learners to remain in class for longer periods safely Leading to increased time in class and reduced reliance on withdrawal Increased Flexibility and Responsiveness from PSA team • Timetable additional staffing to allow for rapid response to dysregulation or distress • Escapes training for PSAs	• Reduction in attainment gap with peers XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX • Record current % of time each learner spends in class vs. out-of-class support • Track changes over time (weekly/termly) • Individual Targets (Milestones/IEPs) tracked through Progress • Use Milestones/CP targets linked to engagement, regulation and participation • Monitor progress through regular review meetings • Structured observations focusing on: ○ Time on task ○ Engagement in class activities ○ Ability to sustain participation Use visual supports / communication tools to capture: ○ responses ○ choices	
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	• PSAs to support de-escalation within the classroom rather than removing learners • Maintain safety while prioritising inclusion Leading to improved regulation and sustained engagement in learning Build Independence (Not Dependence) PSAs trained to: • scaffold learning through playboxes/ intensive interactions etc • use visuals and structured prompts • step back when learners are ready • plan for reduction of support during: ○ low-risk tasks ○ familiar routines Leading to increased independence, communication and participation Improving Staff Confidence and Consistency PSAs work consistently across identified classes, developing:	○ interactions • Record increased independence in communication • PSA and teacher logs noting: ○ duration in class ○ level of support required ○ successful inclusion in learning • Track reductions in dysregulation or need for withdrawal • Capture pupil voice through: ○ visuals/symbols ○ observed preferences and engagement • Parent/Carer Feedback • Gather qualitative feedback on: ○ confidence ○ communication ○ readiness for school	
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	○ Working relationships with class teachers including time to jointly plan 2 x per term ○ strong knowledge of learners ○ confidence in supporting neurodivergent needs to build independence • Joint working with teachers and SFL staff to: ○ model approaches ○ share strategies Leading to more consistent, confident support across the school Enhance classroom environments through the use (visuals, structure, calm spaces) leading to classrooms become more accessible, reducing need for withdrawal Additional capacity to strengthen the team around the child enabling closer working with class teachers, SFL teachers, PSAs, EP and Neuro Support Team. Regular review of strategies and targets involving all partners to emphasis TAC supporting the child rather than 1 individual. This will result in more coherent, joined-up support leading to better outcomes		
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Pupil Equity Financial Plan Session 2026-2027 (to be completed with Business Manager)

[Capshard PS PEF Plan 26-27.V3.xlsx](#)

