



Kennoway Primary School

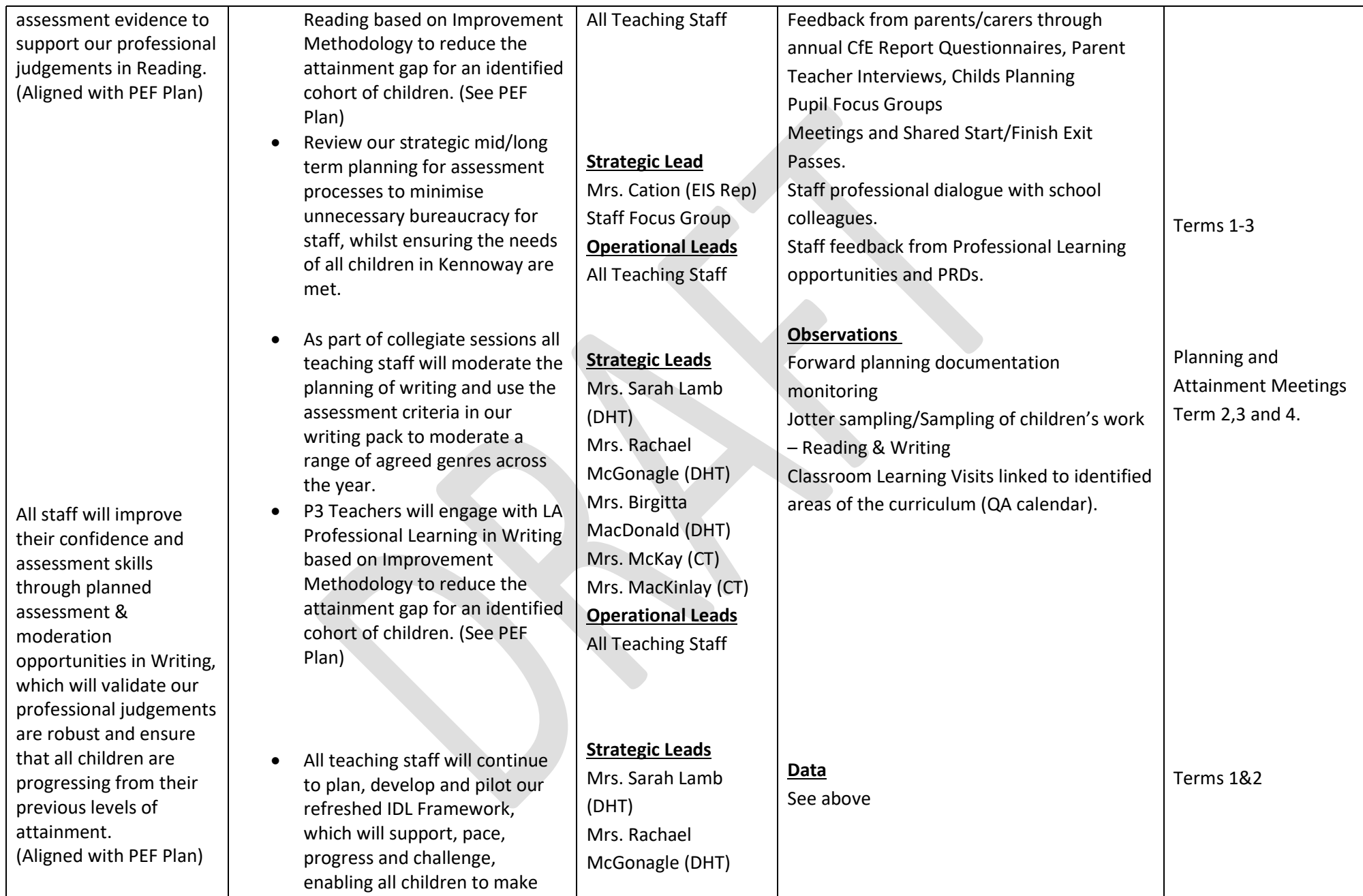
SCHOOL IMPROVEMENT & PEF PLANS

SESSION 2026-2027





Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Further develop our wide range of pedagogical approaches, including the use of digital technology by ensuring high quality learning, teaching and assessment. Strengthening our curriculum pathways that lead to improved wellbeing, attainment and achievement outcomes for all children in Kennoway.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
<u>Main Driver QI's:</u> 1.1 Self Evaluation for Self-Improvement/1.2 Leadership of Learning/1.3 Leadership of Change <u>Process QIs:</u> 2.2 Curriculum/2.3 Learning, Teaching & Assessment/2.4 Personalised Support/2.6 Transitions <u>Impacts QI's:</u> 3.2 Raising Attainment & Achievement/3.3 Increasing Creativity and Employability.		NA – See Nursery Improvement Plan		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children in Kennoway will experience high quality, well planned progressive learning experiences across the BGE leading to increased engagement and participation and improved attainment and achievement for all children in Kennoway. All staff will make best use of a range of	- All Teaching Staff will consistently make use of our Learning Model across the BGE to further embed and strengthen the language of learning across our pedagogical approaches. - Reading assessments will be further embedded across the wider staff following self-evaluation and review from the Staff Assessment Focus Group. - P2 Teachers will engage with LA Professional Learning in	<u>Strategic Leads</u> Mrs. Jil Simpson (HT) <u>Operational Leads</u> All Teaching Staff <u>Strategic Leads</u> Mrs. Sarah Lamb (DHT) Mrs. Ure (QAMSO/CT) Mrs. Paterson (CT) <u>Operational Leads</u>	<u>Data</u> Analysis of attainment data in Literacy, Numeracy and across the BGE. Analysis of CFE and BASE/NSA data Analysis of Attendance Data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC Pupil Attainment Focus Groups. <u>People's Views</u> Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activities.	Session 2026-27 – review and reflect INSET Day 4 2027. Planning and Attainment Meetings Term 2,3 and 4.





All children will experience improved engagement and motivation through the delivery of learning and teaching across contexts, using a wide range of creative pedagogical approaches. These approaches will include IDL, digital tools and outdoor learning, all of which will improve attainment and achievement outcomes for every child in Kennoway, ensuring equality and inclusion for all.	meaningful links across the BGE and representing diversity in Kennoway. • All teaching staff will engage with the Apple Teacher Programme to further support our confidence, knowledge, skills and understanding to meet the wide range of needs across our school. • PSA Staff will engage with LA Transforming Learning professional learning opportunities to further support confidence, knowledge, skills and understanding to meet the needs of our children at universal, additional and intensive levels. • Development Digital Portfolios initially across P7 to showcase learning using Showbie and support robust transitions in learning from P7-S1. • Plan Family Learning opportunities for Parents/Carers on Showbie as a communication and learning, teaching and assessment tool as we transition from Seesaw.	Mrs. Birgitta MacDonald (DHT) <u>Operational Leads</u> All Teaching Staff <u>Strategic Leads</u> Mrs. Rachael McGonagle (DHT) Mrs. Robertson (CT/Transforming Learning Ambassador) <u>Operational Leads</u> Miss Dewar (CT) Miss Adamson (Digital Lead/CT) Miss Sherriffs (CT) Mr. McNamara (CT) PSA Staff <u>Strategic Lead</u> Mrs. Rachael McGonagle <u>Operational Leads</u> Miss Adamson (Digital Lead/CT) Mrs. Robertson (Transforming Learning Ambassador/CT) Miss Sherriffs (CT)	<u>People's Views</u> Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activities. Pupil Focus Groups Feedback from Parents/Carers on quality of experiences. Staff feedback from Professional Learning opportunities (Teaching & PSA Team) <u>Observations</u> Focus for Learning Partnership <u>People's Views</u> Feedback from P7 Teachers, children, Parents/Carers and Levenmouth Academy Staff. <u>Data</u> % P6 & P7 Parental Engagement with Showbie. <u>People's Views</u> Exit passes from Family Learning Sessions Staff Views on impact of sessions.	Session 2026-27 By INSET Day 4 Session 2026-27
---	---	---	--	---



All children will benefit from robust and systematic tracking of achievement and skills over time to identify gaps, reduce inequity and ensure inclusive, high-quality outcomes for all.	- Through looking outwards to learn from examples of good practice and through continued collaborative work with our community partners, develop our planning to strengthen outdoor learning experiences across all classes to ensure equity, progress and achievement for all children in Kennoway. - Refresh our reward system to reflect our school values, meta skills and skills for learning, life and work and develop a robust and effective approach to tracking wider achievement in and out of our school to promote equity of success for all Kennoway children.	Mr. McNamara (CT) Miss Dewar (CT) <u>Strategic Lead</u> Mrs. Sarah Lamb (DHT) <u>Operational Leads</u> Staff Focus Group <u>Strategic Leads</u> Mrs. Rachael McGonagle (DHT) Mrs. Thomson (ASN Teacher) <u>Operational Leads</u> Relationships & Learning Staff Focus Group	<u>Data</u> Analysis of Attendance Data Analysis of attainment data in Literacy, Numeracy and across the BGE. <u>Observation</u> Staff Peer Observations <u>People's Views</u> Feedback from staff, children, parents, carers and partners on quality of children's outdoor learning experiences. <u>Data</u> Analysis of Achievement Data <u>People's Views</u> Staff, Children, Parents/Carers on the important aspects of "achievement" for Kennoway children.	Terms 1-3 Terms 1-3
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	£ 175,175.00
School Context (copied from SIP) Kennoway is a recognised area of deprivation, which is reflected in our average SIMD of 2.8. 47.3% of our families live in SIMD 1 & 2. Our FME, based on our current P6 and P7 data, is 41.4%, Our current roll in total is 492, which includes 378 children across P1-7, 88 children in main Nursery and 26 children in Early Entrants, which has the capacity to support 30 children. Main Nursery operates on a term time model whilst Early Entrants operates on a 49-week model. 37.9% of children in P1-7 have an identified Additional Support Need, which is an increase of 11.6% from the previous year, 8 of our children benefit from a shared placement between Kennoway and PEP. In addition, 16 of our children have English as an additional language and we currently support 4 children who are Care Experienced by their home local authority. 13 children have an Armed Forces background.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
Reducing the Cost of the School Day at Kennoway At Kennoway Primary School & Nursery, we are committed to reducing the Cost of the School Day for all of our children—especially those already experiencing poverty. We believe that no child should face barriers to learning due to financial hardship. Free School Meals & Grants: We actively encourage eligible P6 and P7 families to apply for free school meals and all eligible families to apply for milk, and the school clothing grant through regular communication. Free Extra-Curricular Opportunities: A wide range of free after-school clubs are offered by Active Schools and our dedicated staff. Our holiday clubs, run in partnership with Kennoway Community Use and Active Schools, are also free and include meals. Uniform Recycling: We promote uniform recycling, supported by the Friends of Kennoway, to ensure every child has access to appropriate school clothing. Free Breakfast Clubs: Our Breakfast Clubs are free for all children, ensuring a healthy start to the day. Food Support: We actively promote Café Inc and collaborate with Fair Share, enabling families and staff to access food at significantly reduced costs—an initiative led by our Nursery Team. Digital Inclusion: We ensure equitable access to Home Learning digital devices through careful auditing and allocation. Subsidised Learning Experiences: We use Pupil Equity Funding and our School Fund to provide free or subsidised trips and in-school experiences. Inclusive Ethos: At Kennoway, we live by an unwritten rule: <i>cost should never be a barrier to a child's learning experience.</i> Together, we aim to build a more inclusive, supportive, and equitable learning environment for every child in our community.	



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 Kennoway Primary School and Nursery we have consulted and engaged with Stakeholders through: • Team Around the Child Meetings • Termly Newsletters. • Seesaw • Parent Council and Friends of Kennoway termly meetings • Pupils’ on-going feedback gathered through regular Pupil Focus and House Family Groups, Pupil Leadership Groups, TAC/C & W processes. • Staff Meetings • Family Open Sessions & Stay & Play Exit Passes. • Parent Surveys, Exit Passes and Questionnaires which includes a regular programme of questionnaires and surveys in accordance with the Nursery Quality Assurance Calendar, all of which are shared with Parents and Carers throughout the year.	All children in P1-7 have been consulted on the impact of Pupil Equity Funding for 2025-26 and ideas generated for session 2026-27. Written feedback has been gathered in relation to this consultation. Our Parent Council have been engaged in dialogue associated with Pupil Equity Funding. This has been widely extended to all families and our elected members through our Term 4 Newsletter.

Rationale Increase participation and engagement in learning for all children at universal, additional and intensive levels identified cohort of children in P1-7.	Amount of Fund allocated (if appropriate) £ 88.085
In session 2025–26, Pupil Equity Funding enabled us to increase our ASN additionality from 0.5 FTE to 1.0 FTE. This has supported the continued embedding and development of approaches that promote participation and engagement in learning for an identified cohort of children across P1–7, while also strengthening universal provision at all stages. This work has been strategically led by our Staff Focus Group.	

Rigorous evaluation demonstrates a positive impact on most children and staff at Kennoway; further detail is outlined within our Standards and Quality Report. However, there remains a key opportunity to further embed and extend our continuum of support. This will ensure the development of a sustainable model capable of meeting the diverse needs of all learners, promoting equality, equity and inclusion for every child at Kennoway.

In addition, we will continue to work in partnership with our CLD colleagues to deliver the Natural Connections Outdoor Programme.

A cohort of 12 children in P7 have been identified to benefit from this work, focusing on the development of key skills for learning, life and work including supporting and developing confidence and resilience enabling a positive transition to S1.

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 July 2027, almost all of the identified cohort will demonstrate: ✓ An increased ability to self-regulate. ✓ An increased ability to discuss emotions and identify strategies that support emotional wellbeing. ✓ An increase in learning & engagement in appropriate learning environment.	• Allocate 1.0 FtE PEF PSA Staff to support the complex individual needs of an identified group of children. • All staff should continue to universally embed the principles of Circle in all learning spaces, in line with our School Values, and monitor the consistency and effectiveness of this. • Make very good use of additional 1.0 FtE ASN Teacher to build staff capacity at key stages across our school through a time limited intervention model. • Continue to offer Social Start and Social Finish for identified groups of children to support transitions. • Further develop and extend opportunities for identified individuals and groups of children to engage with therapeutic interventions, including Outdoor Learning, in line with our SIP, Woodwork, Kitbag, Lego Therapy etc. These will be offered through our Learning Lounge, through a Request for Assistance approach, which will support our ability to measure the impact of the successful additional strategies in all learning spaces and support the provision of any additional interventions required. • Continue to provide opportunities for our PSA Team to engage in Professional Learning led by our Educational Psychologist, Carys Murray and our ASN Teacher, Mrs. Thomson.	✓ Pre and post feedback from Staff, Parents/Carers and children. ✓ Term 1 Audit of Classroom Environments. ✓ Classroom Learning Visits ✓ Planning and Attainment Meetings ✓ TAC Meetings/Parent Teacher Interviews ✓ Social Starts/Finish ✓ CfE and Attendance Data ✓ Exclusion Data ✓ PSS Referrals ✓ Helping Hands and Brain Break data associated with children requiring unplanned support out with the classroom.	What has been the impact? Have you met your original expected impact?
--	---	---	--

Rationale		Amount of Fund allocated (if appropriate) £30,411	
In line with our 2026-27 2.3/3.2 SIP improvement priority, improve attainment for an identified cohort of children in Reading in P2 and Writing in P3.			
Analysis of our CfE Data demonstrates that across P1 we are not achieving our Early Level stretch target in P1 for Reading or Writing. Interrogation of our P2 Data demonstrates that across P2 the attainment gap in Reading and Writing has widened, when comparing attainment outcomes from the previous year. Without appropriate interventions, a cohort of children in (2026-27) P2 and P3 are increasingly at risk of either not achieving First Level in Reading and Writing by the end of P4 or making progress from their previous level of attainment.			
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?)
Aligned with our 2.3/3.2 SIP Priority, an identified cohort of children, identified in May 2026 as being a minimum of minus 6 months “off track” in Reading & Writing across P2 and P3 will benefit from additional learning, teaching and assessment opportunities. P2 – Reading -14 children P2- Writing - 11 children P3 Reading –21 children P3 Writing – 23 children This will ensure that most children across P2 and P3 make the appropriate progress in Reading and Writing from	In line with Kennoway’s Annual Assessment Overview: Most recent BASE Assessment data in Reading and Writing to be interrogated to identify trends and gaps in learning. PSA/SSA/SfL/Additional Teacher (0.4 FtE) will support individuals and small groups in Reading & Writing as identified. Interventions and SMART Targets will be time limited and regularly reviewed. Regular Planning & Tracking meetings will identify the progress and attendances for the identified children.	<u>Data</u> Analysis of CfE attainment data in Reading & Writing. Data from Improvement Methodology. BASE data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC. <u>People’s Views</u> Teacher professional dialogue with SLT at Planning & Tracking Meetings CT/SfL Consultation Meetings Feedback from assessment & moderation activities.	What has been the impact? Have you met your original expected impact?



their previous level of attainment and be better equipped to achieve First Level by the end of P4.	Reading assessments will be further embedded across the wider staff following self-evaluation and review from the Staff Assessment Focus Group. P2 Teachers will engage with LA Professional Learning in Reading based on Improvement Methodology to reduce the attainment gap for an identified cohort of children. (See SIP) P3 Teachers will engage with LA Professional Learning in Writing based on Improvement Methodology to reduce the attainment gap for an identified cohort of children. (See SIP Plan) As part of collegiate sessions all teaching staff will moderate the planning of writing and use the assessment criteria in our writing pack to moderate a range of agreed genres across the year. Ensure identified cohorts have regular access to a range of digital technologies to support high quality pedagogical approaches.	Parent/carer views on children's experiences of learning. Children's views gathered through class groups and pupil focus groups on learning, teaching & assessment Observations Forward planning documentation monitoring Jotter sampling Classroom Learning Visits linked to high quality teaching & learning (QI 2.3).	
--	--	---	--

Pupil Equity Financial Plan Session 2026-2027 (to be completed with Business Manager)

➤ Attached