

Rationale		Amount allocated £ £11,025.00	
Current attainment in literacy is considered weak, with a particular priority at the early level for all children to move beyond single-letter recognition to master combined sounds, such as digraphs and trigraphs, which is essential for them to begin blending and reading words effectively. At the first and second levels, a significant barrier has emerged where a disconnect between decoding and reading for meaning is causing a dip in attainment; therefore, targeted learners require specific strategies and intensive support to improve their fluency and comprehension. To ensure children can reach their potential, these literacy goals are supported by a focus on readiness to learn, utilizing interventions for emotional regulation and social conflict—such as "calm corners" and targeted wellbeing sessions—to help learners manage their emotions and re-engage with the curriculum more quickly.			
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?)
We are aiming to close the poverty-related attainment gap in literacy by addressing two key areas: foundational phonic recognition at the Early Level and the "disconnect" between decoding and comprehension at the First and Second Levels. Who: Identified learners across P1–P7 who are currently	Intensive 1:1 and small-group support focusing on the "Toe by Toe" program for decoding, targeted phonics recognition (specifically mastering digraphs and trigraphs), and explicit reading comprehension skills using Complete Comprehension resources. How will it be delivered? Weekly intensive reading blocks (90 minutes) and 15–20 minute targeted phonics rotations to ensure over-learning of key sounds.	Quantitative Data The school utilises a range of standardised and internal data sets to track progress: - Standardised Assessments: Results from National Standardised Assessments and standardised reading age assessments are primary markers of success. - Tracking Tools: Teachers use a recently developed assessment calendar	

"off-track" in reading and phonics • How much: Targeted learners will gain at least 12 months in reading age and master all single and combined sounds (digraphs/trigraphs). • achieving Band 6 or higher in National Standardised Assessments (NSA) Aim 2 Improving Wellbeing, Equality and Inclusion; HGIOS4 QI 3.1) This involves the consistent implementation of the "Advice, Warning, Time to Reflect" framework alongside the use of "Calm Corners" and small-group life skills sessions. We are aiming to improve the "readiness to learn" and active engagement of children identified as having socio-economic factors. Specifically, the focus is on reducing disengagement caused by emotional dysregulation and social conflict, ensuring that children who frequently require the "Time to Reflect" stage have the tools to	• Small-group comprehension sessions utilising lower-level resources (e.g., Year 3 materials) to build foundational skills in locating evidence and summarising. • Integrated use of assistive technology (such as Clicker) to remove barriers for learners who struggle with written output. Who is responsible? PSAs and class teachers are responsible for direct delivery; the Acting Headteacher and Support for Learning Teacher responsible for the robust monitoring and evaluation of impact data. Aim 2 • Emotion Works Implementation: ○ What: A whole-school approach to emotional literacy using the Emotion Works resource ○ How: Delivered through weekly class lessons for all, with additional intensive small-group "counselling-style" sessions for the targeted cohort. ○ Who: Class teachers and Mrs. Esslemont. • Re-regulation Hub: ○ What: A designated quiet area in the school for	• Specific Checklists: For early literacy, evidence includes sound recognition checklists (tracking single sounds vs. digraphs) and records of phonic blending progress. • Attendance and Wellbeing: Attendance data is monitored robustly to identify persistent absence, while an online wellbeing tool provides baseline data on children's emotional progress. 2. People's Views (Stakeholder Consultation) The views of children, parents, and staff are gathered to ensure interventions are meeting the community's needs: • HGIOURS: Children use the "How Good is OUR School?" framework during assemblies to identify what is working well and what needs to improve. • Consultation Events: Views are gathered through parent evenings, "Kettle Café" afternoons hosted by children, and specific consultations regarding the appropriate use of PEF funding. • Wellbeing Discussions: Tools like the Kitbag colour chart and	
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manage their emotions and re-engage with the curriculum more quickly. - Currently, only a minority of children successfully use self-regulation strategies independently, and engagement for several targeted learners is reported as "mood dependent" or impacted by external worries. 100% of the targeted group will be able to independently use "Calm Corners" or visual symbols to self-regulate before an incident escalates to the "Time to Reflect" stage by June 2027. - Increase the percentage of children who feel they can "resolve conflict and build positive relationships" from a minority to at least 75% (Most) as measured by "How Good is OUR School?" surveys by June 2027,,.	children to use when they are overwhelmed or dysregulated - How: Available throughout the day as a tiered support level beyond classroom Calm Corners, utilizing sensory tools and visual prompts. - Who: Acting Headteacher, Support for Learning Teacher and support staff. - Breakfast Club & Meta-skills Groups: - What: Provision of a nutritious start to the day and small-group sessions focusing on resilience and meta-skills - How: Daily morning breakfast service; weekly afternoon "Life Skills" blocks (building on existing Baking and Art groups) focusing on perseverance and teamwork. - Who: Support staff and external partners	individual wellbeing assessments allow children to share their feelings about their readiness to learn and emotional state. 3. Direct Observations Qualitative evidence is collected through daily classroom practice and formal monitoring: - Quality Assurance Calendar: The Acting Headteacher uses class observations and learning walks to monitor the effectiveness of teaching strategies and children's engagement. - Intervention Evaluations: Teachers record specific observations during small-group sessions (e.g., noting if a child's concentration is "mood-dependent," if they are effectively using Clicker software, or if they are independently accessing "Calm Corners").	
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• A measurable reduction in "off-task" time, allowing the majority of these children—who are capable of achieving considerably more—to meet their predicted attainment targets in literacy and numeracy,. Learners identified with socio-economic barriers who frequently require intense support to regulate • Targeted learners will show a 25% increase in "on-task" learning time during core morning blocks, with a corresponding decrease in the frequency of teacher-led "Time to Reflect" interventions,. Baseline assessments and "Calm Corner" routines will be established by October 2026, with progress monitored through the update of the Summary Self-Evaluation (SSE) in March 2027 and a final evaluation in June 2027			
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