

Letham Primary School

Summary Self Evaluation 2025-26



LETHAM PRIMARY SCHOOL

2.3 LEARNING, TEACHING AND ASSESSMENT

How would you evaluate yourself using the six-point scale?			
		2023/24	2024/25
		GOOD	GOOD
		2025/26	GOOD
Date last updated:	How well are we doing? What is working well for our children?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?
Learning and engagement	- The ethos and culture of our school reflects a commitment to children's rights and positive relationships. - The staff team know the children well and this ensures that children are well-cared for and nurtured when attending school. - An embedded Relationship and Behaviour Policy that all staff and pupils can speak confidently of. - Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. - Learning Intentions and Success Criteria are shared across all classrooms with regularly opportunities to create and co-create. - Pupils understand the purpose of their learning. - Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities.	- All classrooms display and interact with the co-created classroom charters. - There is a strong, positive ethos in the school and learning environments build on this. Expectations around behaviour are clear. (LP) - Together Time awards and recognition - related to the Four Capacities and the school values. - All staff involved in evaluation and moderation their own classroom and that of their peers against the CICS. - All children are aware of and could say what they are learning. This was particularly evident within the upper class where LI and SC were referred to within the lesson creating, a deeper analysis and understanding of the language of learning. (LP) - Almost all children were active participants in their learning, eager to engage and completed the tasks provided to them. (LP) - Almost all pupils who were spoken to are positive about their learning and school in general. None could say how they would improve their school. (LP) - Solid community links – minister, Local Community Council, Hall Committee, Christmas Fayre. - Pupil Focus groups - Triangulating evidence – quantitative data, people's views, direct observations. - Pupil Toolkits/Learning Packs - Learning Partnership visit (LP)	- Next steps-evaluating and knowing and acting on feedback – more generate – peer assessment. - Ensure all learning is challenging for all pupils. - Develop consistent language across the school linked to learning intentions and success criteria. - Make opportunities for moderation of jotters to ensure a sufficient amount of evidence is available to support professional judgements around attainment.

Quality of teaching	• Our teaching is underpinned by our shared school vision and values. Curriculum learning linked to school values, DYW skills, PM writing, Emotion Works. • Teachers have a good understanding of differentiation and are developing their confidence in considering differentiation to ensure appropriate challenge is built into all learning experiences. • We observe learners closely to inform appropriate and well-timed interventions and future learning. • We use feedback effectively to inform and support progress in learning. • Learning is enriched and supported by our effective use of digital technologies.	• Pupils can confidently discuss and nominate others for a weekly School Values award linked to our values. • Staff Toolkit (includes Expectations of an Excellent Lesson and related Learning and Teaching policies). • Collaborative work. • Across the school, most learners are challenged appropriately through differentiated activities. (LP) • Pupils have a voice in terms of the direction of their learning and their learning environment. (LP) • There was good use of PSA staff to support learning and individual needs. (LP) • Good peer support was observed, building on embedded class strategies. (LP) • All classroom environments are suitable for all learners with very good interactive working walls. (LP) • Digital technology was used appropriately to enhance learning and to support targeted pupils to become more independent. (LP) • All children had easy access to and used well, a variety of resources and equipment to support their individual needs (learning toolkits). (LP)	• Continue to engage with the staff toolkit to ensure consistent approaches to learning and teaching across all classes. • Continue to develop the use of technology to support and enhance learning experiences across the curriculum – Transforming Learning and to further enhance personalised support. e.g. Clicker, use of ipads • Engage with the Fife Framework for Outdoor Learning to develop further opportunities for learners to engage in a variety of learning contexts. • Use the Fife Play Pedagogy toolkit to support development of class-based play opportunities.
Effective use of assessment	• Assessment is integral to our planning of learning and teaching. • All staff use a variety of formative and summative assessment approaches to e use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. • At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. • A range of data (CFE, BASE, SNSA, attendance and classroom assessments) and knowledge of children is used to inform planning. This is	• Learning and teaching and AiFL strategies were evident and changeable in the upper class, allowing for immediate assessment throughout the lesson. (LP) • Almost all children in the upper class know their levels they are working on. (LP) • There was evidence of good use of assisted ICT to support individuals to access and enhance their learning. (LP) • Assessment calendar • PM writing and moderation are carried out every 6-8 weeks. • Update of whole school Tracking documents based on assessments, which is peer moderated.	• Ensure highly able children have their needs met through further challenge within differentiated teaching, learning and assessment. • Our assessment evidence is valid and reliable. • Collate assessment evidence against all areas of the BGE. • Moderation activities: Strengthen consistency and confidence in teacher judgments through regular in-school and cluster moderation. Assessment and moderation Trios across the Cluster.

	discussed at Attainment and Achievement (Tracking) meetings and is used to support children to make appropriate progress in their learning.	• Individual pupil folders of assessment. • Effective use of pupil friendly assessment criteria – particularly in literacy. • Data is accessible and actionable for staff during tracking meetings. • Longitudinal data to identify patterns, gaps, and areas for targeted support Tracking progress over time.	
Planning, tracking and monitoring	• We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. • Learners are fully involved in planning some topic learning and writing, with all pupils having a voice in the direction of their topic learning. • Our manageable processes for monitoring and evaluating progress provide clear information on attainment across all curriculum areas. • We use a range of data (CfE levels, BASE, SNSA, attendance, classroom assessments) and professional knowledge to inform planning and support appropriate progress. • This includes targeted support for learners facing additional challenges (e.g. young carers, looked after children, those experiencing financial hardship). • Data is discussed at Attainment and Achievement (Tracking) meetings and used to evaluate the effectiveness of interventions. • Initiatives such as the Cost of the School Day, Seasons for Growth, and HWB programmes support wellbeing and equity.	• Quality Assurance Calendar structures regular planning, tracking, and monitoring activities. • SNSA and BASE assessments provide reliable, standardised data at key milestones. • Termly Planning, Tracking and Monitoring Meetings ensure timely review of progress and next steps. • Learner voice is captured through topic planning, surveys, and events like the Christmas Fayre and end of term shows, which reflect children's interests and engagement. • Teacher professional judgment is triangulated with assessment data and learner feedback.	• Update and implement the Quality Assurance Calendar to ensure planning, tracking, and monitoring meetings are robust and consistently supported by evidence. • Develop more effective methods for recording and sharing next steps in learning, ensuring they are timely and visible to learners. • Enhance use of triangulated data by supporting teachers to combine professional judgment, standardised assessments, and learner feedback for a fuller picture of progress. • Introduce co-creation of learning goals, particularly in interdisciplinary learning, to deepen learner ownership and engagement. • Use learner voice surveys more systematically to evaluate and refine planning processes and ensure they reflect learners' experiences and needs.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Date last updated:	How well are we doing? What is working well for our learners?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?	How would you evaluate yourself using the six-point scale?		
Wellbeing	- PupilWise data shows a significant rise in positive wellbeing responses, increasing to 83% in 2026. - ParentWise data shows high parental confidence, with 78% reporting their child feels safe and 87% knowing who to contact with concerns. - All staff have positive relationships with children and are committed to supporting their wellbeing. These relationships are built on a strong sense of community and high expectations. - Wellbeing indicators are used to support pupils across all classes. All staff engage in regular dialogue about the Wellbeing Indicators to ascertain pupil wellbeing. - Pupil voice in relation to Health and Wellbeing is evident, and	- Staffwise, parentwise and pupilwise data - All staff use restorative practices to support social conflict, particularly successful in supporting restorative conversation and de-escalation. - Our Wider Achievements record tracks pupil achievements in the widest sense. - Pupil voice is gathered or pupils invited to attend when children have meetings or reviews. This ensures that pupil voice is at the centre of decision-making	- Develop further a consistent culture of respect for others across the school community, ensuring that all children and their families demonstrate positive behaviour and respectful interactions in all contexts. - Strengthen and expand the programme of family learning to increase parental engagement, ensuring families are actively involved in supporting learning	23/24 Good	24/25 Good	25/26 Good

	pupils can articulate the school's priorities, which have informed next steps. • Emotion Works provides staff, children and families with a shared language to support emotion literacy and self-regulation. • The Wellbeing dashboard provides data relating to children's emotions, motivation and wellbeing, which is used to plan appropriate interventions. • Children receive the national entitlement of 2 hours PE, and outdoor spaces are used effectively to promote positive relationships and wellbeing. • Through pupil leadership and pupil voice groups, there is an ethos of inclusion where children feel valued, included and involved. • Effective processes are in place to support enhanced transitions at all stages. • Attendance sits at 92.08%, with clear patterns across the year. We take a proactive approach to monitoring attendance and identifying need early.	• An increasing number of children can use Emotion Works tool to support wellbeing discussion. • An increasing number of children are consulted on improvement priorities across a range of themes • Positive parental feedback is evidenced • A proactive approach to the monitoring of attendance ensures that pupils are in school and achieving • Wellbeing dashboard • The needs of learners are identified early through rigorous summative and formative assessment. When required, targeted intervention is put in place. Progress and impact is measured. Data is evidenced and reported analytically.	and contributing to school life. • Use the wellbeing dashboard to identify next steps and measure/track pupil wellbeing over time • Rigorous and robust moderation of attendance with targeted support to children and families as appropriate.			
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Fulfilment of statutory duties	• Our aims align with the duties of the Equality Act 2010, principles of Getting it Right for Every Child (GIRFEC) and the UN Convention on the Rights of the Child (UNCRC). Consistent implementation ensures that children's needs are met. • ParentWise responses on safety (78%) and online safety (91%) show that safeguarding, digital safety and child protection duties are being met in practice—not just in policy. • StaffWise data shows high engagement with wellbeing surveys, indicating that staff are reflective, aware of their responsibilities and engaged in professional learning. • All staff are aware of key statutory responsibilities including Child Protection, the Code of Conduct and Data Protection (GDPR), ensuring the safety and wellbeing of all learners. • The Child Protection Coordinators monitor and review the management of information, ensuring robust processes, up-to-date records and securely held chronologies.	• Sample of Specific Interventions • Breakfast Club – been running in the school for? years. This is a targeted support which allows pupils to start the day with a healthy breakfast and can also be used to support pupils with ASN who require a soft start to the day. • Kitbag Club, used well in the Nursery –.sessions focus on developing pupils' psychological capacity through a multi-sensory approach. • Guidance given from Fife Council is understood and followed. • Staff participate in mandatory CP training and are confident in the process of dealing with concerns • Clear school procedures ensure				
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	• In partnership with educational psychology and other partners, staff engage in regular professional learning in relation to national and local guidance on wellbeing, equality and inclusion. • HT liaises with teachers and Support for Learning to review processes and procedures to ensure the most effective targeted support is in place. • Identified pupils receive targeted support to meet their specific needs. Support plans are agreed in consultation with all stakeholders and enable each child to fully engage in their learning. • Staff identifying our most vulnerable pupils, including the use of SIMD, FSM and ASN data. • Scottish Attainment / Pupil Equity funding is used to support inclusion, raise attainment and improve outcomes for learners. • School activities are planned with inclusion in mind, and risk assessments are implemented where required to ensure all pupils can access experiences safely.	care and welfare concerns are addressed and dealt with sensitively and confidentially • Data on bullying and racist incidents is recorded on Click & Go (SEEMiS) in accordance with legislation • Teachers have access to data relating to SIMD and FSM • Clear plan for the Scottish Attainment Fund (SAC). • Transition conversations at early years/P1, P7/S1 and between stages ensure smooth transition and continuity of learning • Costly school events and fundraisers are kept to a minimum. • Our Parent Council are proactive in raising funds and contribute to a range of causes, eg school I-Pads				
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Inclusion and equality	• ParentWise responses on feeling respected and included, alongside high PupilWise positivity suggest that inclusion is improving and that pupils feel valued. • There is a shared understanding of diversity and equality which is promoted through the curriculum and developing in school assemblies. • While many learners demonstrate respect for others, this is not yet consistent across the school and requires further development to ensure a fully positive and respectful ethos. • Rights Respecting key staff work with everyone to review school policy and raise the profile of children's rights within our school community. • A programme of family learning is being developed across the school, providing a variety of opportunities for families to engage and participate in school life. • Financial support and signposting is provided to families who require it, ensuring that no child misses out on experiences such					
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	as residential excursions due to financial barriers. • Identified pupils receive targeted support to meet their needs, ensuring equitable access to learning opportunities and full participation in school life.					
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3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Date last updated:	How well are we doing? What is working well for our learners?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?	How would you evaluate yourself using the six-point scale?		
Attainment in literacy and numeracy	- Tracking and monitoring data shows improvement of attainment in literacy and numeracy over time with a higher percentage of learners on or ahead of expected levels. - Attendance sits at 92.08%, This supports our claim that tracking and monitoring are effective and that targeted support is in place for those with low attendance. - HT and teachers use tracking and monitoring data to identify gaps and target specific individuals/groups for additional support in literacy and numeracy. - Fife literacy and numeracy pathways are available across all subject areas at all stages. Teachers are working towards using learning pathways consistency to support progression and ensure a shared understanding of standards and expectations - Teachers, SfL team and PSA staff work in a concentrated way with children that require additional support with key Literacy skills and Conceptual	- Staffwise, parentwise and pupilwise data - Our data shows that over time there has been an improvement in attainment in literacy and numeracy beyond our stretch targets - Specific data in relation to our most disadvantaged groups of children show that the attainment gap is reducing. - There is a wide range of positive verbal and written feedback from parents and families across the school regarding children's learning. - Attendance data has remained steady. Targeted support is in place for those with low attendance.	- Embed the consistent use of Showbie across the school to strengthen formative assessment and feedback practices, supporting improved learner progress and attainment in literacy, numeracy and across the curriculum. - Develop use of IT systems to enable pupils to profile their learning across all curricular areas	23/24 Good	24/25 Satis.	25/26 Good

	Numeracy concepts with a particular focus on removing barriers and ensuring equity for all learners. • Staff are increasingly using digital technology to support the development of literacy and numeracy skills, enabling targeted support, immediate feedback and differentiated learning experiences that contribute to raising attainment, particularly in middle and upper school. • Teachers use a range of summative and formative assessments and feel more confident in their professional judgement of learners' attainment and progress towards achievement of a level. They scrutinise attainment data, SIMD information and other evidence to support them in making declarations. • The consistent use of Benchmarks across Literacy and Numeracy has strengthened teachers' understanding of progression, supporting high-quality learning experiences and improved attainment outcomes for learners	• Over time, attainment data for our most disadvantaged children shows that the attainment gap in literacy and numeracy is reducing. • All staff use a range of assessment strategies to inform next steps in learning • Class teachers and SLT meet regularly to interrogate data, track progress of individual learners plan targeted support. • Netbooks, iPads and relevant software packages (eg clicker) are well used in classes to support the learning of children with ASN. • Class teachers are using a basic format to track wider achievement opportunities for all children. This has already informed planned opportunities for wider achievement for some pupils. This format is currently being reviewed	and record next steps. • In consultation with pupils, parents and staff, introduce more robust tracking of wider achievement that supports effective planning of opportunities for all children (particularly those most in need)			
Attainment over time	• Numeracy, Literacy and Inclusive practices have been key features of improvement planning for the last three years, with a focus on quality pedagogy and measured through a					

	variety of lenses to ensure appropriate next steps. • Our school improvement plan focuses on raising attainment through professional learning for staff. • Moderation activities and shared planning support continuous improvement in the quality and consistency of teaching and learning. • Ongoing assessment is embedded in daily practice, ensuring learning is well matched to the needs of children. • All staff have engaged in quality professional dialogue around the use of benchmarks and are using them to support planning for assessment. • Teachers use a range of summative and formative assessments and feel more confident in their professional judgement of learners' attainment and progress towards achievement of a level. They are supported to scrutinise attainment data, SIMD information and other evidence to support them in making declarations. • PupilWise data shows a rise to 83% positive responses in 2026, demonstrating that pupils feel increasingly supported and confident, conditions that contribute to sustained attainment improvement. • ParentWise data showing strong parental confidence in safety and communication reinforces that	to ensure rigorous monitoring that supports planning of next steps				
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	learning environment is stable and conducive to progress. • StaffWise data highlights staff engagement with wellbeing and workload, supporting professional dialogue and moderation are improving consistency and teacher judgement.					
Overall quality of learners' achievements	• Opportunities are provided for children to access a range of activities in and out of school. There has been a significant uptake in children participating in sporting activities across the cluster. • Review and development of a wider achievement framework will enable teachers to plan to ensure all children have opportunities for success in a range of contexts. • Learners' achievements are celebrated in assemblies, shared in classrooms and promoted through communication platforms (eg Seesaw and Showbie) • We adopt Fife Council's ambition of "Improving Life Chances for All" and ensure continuous improvement for all learners. • PupilWise data shows pupils feel safer, more included and more supported than in previous years. This supports that pupils are confident and					

	willing to participate in wider achievement opportunities. • ParentWise data shows high confidence in online safety and communication, which reinforces use of digital platforms (Seesaw, Showbie) to share and celebrate achievements. • The Wellbeing Dashboard shows improved motivation and engagement, supporting learners experience success across a range of contexts.					
Equity for all learners	• Staff work collaboratively with partners, external agencies and families through a Team Around the Child approach to assess, monitor and review learners' progress, ensuring that support is responsive, coordinated and tailored to individual needs. • Digital technology is being used strategically to transform learning experiences, enhance pupil engagement and provide targeted support and challenge. This is contributing to improved outcomes and helping to raise attainment, particularly in the upper school. • Pupils with additional support needs have increased access to the curriculum through digital supports. Staff liaise regularly with colleagues within the Fife ICT Assessment Team					

	to ensure appropriate hardware and software are in place to support individual learners. • Staff have a clear understanding of the socio-economic background of the children in their class and use FME/SIMD data to consider potential barriers to learning during planning and evaluation. • All intervention work carried out provides many of our pupils supported by the Scottish Attainment Fund, learners with social and emotional difficulties, as well as those identified as academically off-track, with high-quality targeted support that best meets their needs. • All staff have a shared understanding of equitable practice and are committed to ensuring all pupils' needs are met. • We liaise effectively with colleagues to ensure the needs of pupils on reduced timetables are managed • Sfl team, teachers and PSA staff work in a concentrated way with children who require additional support with key literacy skills and conceptual numeracy concepts, with a particular focus on removing barriers and ensuring equity for all learners. • StaffWise priorities reinforce that staff understand the complexity of need					
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	and work collaboratively to remove barriers.					
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LETHAM PRIMARY SCHOOL

Context of the School

Demographic

School

Roll: 26

Classes: P1-3, P4-7 (2)

ASN: 17.86%

YC: 3.57%

FME: 3.57%

Overall SIMD: 6.4%

Letham Primary School is a non-denominational primary school situated in the village of Letham, near Cupar in North East Fife. The school serves the local villages of Letham and Collessie, together with the surrounding rural communities and farms, providing mainstream education for children from Primary 1 to Primary 7. The school is at the heart of its community and benefits from strong partnerships with families, local partners and cluster schools. Children typically transition from local early learning and childcare settings, including Ladybank Nursery and Secret Garden Nursery, and transfer to Bell Baxter High School at the end of Primary 7.

The school currently caters for 24 pupils organised across 2 classes. The children come from a range of socio-economic backgrounds with overall SIMD 6.4.

The school is located within spacious grounds in the rural village of Letham. The surrounding countryside provides rich opportunities for outdoor learning, sustainability projects and community engagement. Its location close to Cupar also allows access to a wide range of educational, cultural and sporting opportunities which enhance learning across the curriculum.

The school employs 9 staff, which includes a Head Teacher, 3 teaching staff, 1 support staff, 1 clerical staff and 3 facilities staff. Staff work collaboratively to provide a nurturing and inclusive learning environment where all children are encouraged and supported to achieve their full potential.

The Parent Council plays an active role in supporting the school and contributing to school improvement. Parents and carers are encouraged to engage in the life of the school through regular communication, open afternoons, school events and opportunities to support learning. The school values strong partnerships with families and continues to explore ways to further enhance parental involvement and engagement.

Letham Primary School is part of the Bell Baxter High School cluster group and works closely with associated primary schools to support collaborative improvement and effective transitions. Strong transition arrangements are also in place with local early learning and childcare establishments to ensure children experience continuity in their learning journey.

The role and context of Letham Primary School has remained relatively stable in recent years. As one of the smaller rural schools within the Bell Baxter cluster, the school benefits from small class sizes and strong relationships across the school community. Staff know children and families well, enabling a highly personalised approach to learning and support.

During the session, the school experienced a period of staff absence within the upper school. While this presented some challenges, stability for learners was maintained through the provision of consistent teacher cover. This continuity helped to ensure positive relationships, effective learning and teaching, and ongoing support for pupils' wellbeing and progress. Staff worked collaboratively to minimise disruption and maintain high-quality learning experiences for all children.

Vision, values and aims		Vision – To create a positive, inclusive school environment which develops confident, resilient and highly motivated learners. Values – Positivity, honesty, kindness and respect. Aim – To develop self-disciplined and independent individuals who are inspired to participate fully in the life of the school and beyond.			
Attendance	92.08%	Authorised Attendance	6.73%	Unauthorised Attendance	1.18%
Exclusions		0%			
Summary of consultation with stakeholders		SQR/SIP/PEF shared via Parent Council and recorded in meeting minutes; parents can offer feedback. Plan to create parental feedback space alongside current SIP display, parent questionnaires and feedback sought at Show and Share events.			
Attainment Scotland Fund Allocation (PEF)		£1,080.00			
Cost of the School Day statement		At Letham Primary School we 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, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.			

LETHAM

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement 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 create a more inclusive, engaging and personalised learning environment leading to improved outcomes

Child Speak: I can use a range of digital tools that work best for me; helping me understand my learning better and reach my potential.

HGIOS 4/HGIOELC Quality Indicators:

- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement
- 3.2 Raising Attainment and Achievement/Securing Children's Progress

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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PROGRESS:

Professional Learning Activity

- Teaching staff engaged in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.
- All staff had the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.

- Input was given from LST to further enhance personalised support. e.g. Clicker

Enhancing learners' experiences

- All teaching staff were trained on personalised learning by tailoring content on digital platforms to suit individual/class needs.
- All teaching staff were trained to use digital tools to make learning and teaching more engaging.
- All teaching staff were trained on accessibility features to ensure learning is more inclusive for children with ASN whilst promoting independence.
- Staff ensured they always demonstrate safe and responsible use of digital equipment.

Learning, Teaching and Assessment

- Teachers involved children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria.

Assessment and Feedback

- Almost all staff developed skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children.
- Open days/information shared with parents digitally.

IMPACT

The increased use of digital technology has enhanced learner engagement and motivation across the school. Children have experienced a wider range of creative and interactive learning opportunities through the use of iPads, digital platforms and curriculum based applications. Learning observations, pupil feedback and classroom evidence indicate that children are more actively engaged in lessons and demonstrate greater enthusiasm for learning.

Professional learning opportunities have successfully increased staff confidence and competence in the use of digital tools to support high quality learning, teaching and assessment. Staff are making more effective use of digital technology to plan, deliver and assess learning, resulting in increased opportunities for differentiation, collaboration and timely feedback. This has contributed to improved learner participation and progress across a range of curricular areas.

Children in P6 and P7 have further developed their digital literacy skills and are increasingly confident in using a range of digital tools independently to support their learning. Through regular access to digital learning platforms, children have strengthened skills in communication, collaboration, research and supporting their readiness for transition to secondary school and developing important skills for learning, life and work.

Staff have increased their understanding of how digital technologies can be used to personalise learning and meet the needs of all learners. Accessibility features and supportive software have been used more consistently with individuals, enabling them to access learning in ways that best suit their individual needs. As a result, children requiring universal, targeted and intensive support have experienced greater inclusion, independence and success in their learning.

Parental engagement has been strengthened through increased opportunities to share information about digital learning. An Open Afternoon showcasing the use of iPads in the classroom has improved parents' understanding of the digital tools used in Primary 6 and 7 and how they can support learning at home. Feedback from parents indicates increased confidence in supporting their child's learning and greater awareness of the benefits of digital technology in learning.

NEXT STEPS

- Develop digital learning and teaching across the school by increasing staff confidence and consistency in the use of technology.
- Embed effective digital feedback and profiling, enhancing learners' engagement with self and peer assessment, supporting regular use of digital tools to create and share learning,
- Develop progressive digital skills, ensuring accessibility for all learners.
- Share effective practice across staff teams and strengthen parental engagement in digital learning.

School Improvement Priority 2:

Create inclusive learning environments and experiences which increase pupil engagement and motivation to learn.

Child Speak:

I am ready to learn and excited to grow.

(Linked to PEF)

HGIOS 4/HGIOELC Quality Indicators:

- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 2.4 Personalised Support
- 3.2 Raising Attainment and Achievement
- 3.2 Raising Attainment and Achievement/Securing Children's Progress

Has this priority been:
(please highlight)

Fully achieved

Partially achieved

Continued into next
session

PROGRESS

- Staff began to collect resources to begin to establish outdoor learning provision - pupil voice.
- Staff continued CICS for their classroom.
- Staff continued to use CPS for summary of supports.
- Emotion Works embedded into restorative practice within the school.
- Assemblies included promotion of positive behaviour linked to school values.
- Established and trained new Peer Mediators
- Increased awareness of Meta Skills

IMPACT

The school has continued to develop inclusive learning environments which support children to feel safe, respected and ready to learn. Through the embedding of restorative approaches, Emotion Works and consistent use of de-escalation strategies, children have developed a greater understanding of emotions and are increasingly able to identify and communicate how they are feeling. Learner conversations and self-assessment activities indicate that most children can use a wider emotional vocabulary and demonstrate improved strategies for managing emotions and resolving conflict.

The promotion of school values through assemblies, classroom practice and restorative conversations has contributed to a positive school ethos. Most children demonstrate the school's values and expectations throughout the school day and can explain how these support positive relationships and learning. The introduction of Peer Mediators has provided additional opportunities for children to develop leadership skills while supporting positive relationships amongst their peers.

Staff have continued to develop inclusive practice through the use of Circle and the Classroom Inclusive Checklists (CICS), Child Planning Summaries (CPS) and targeted support planning. As a result, targeted learners have

experienced increased participation in learning activities and have demonstrated greater confidence and engagement within the classroom environment. Almost all children working towards personalised targets have evidenced progress towards their individual goals.

Targeted interventions and consistent approaches to supporting wellbeing have contributed to a reduction in dysregulated behaviours for identified learners. School data, observations and learner feedback indicate that targeted children are more settled, engaged and able to access learning successfully.

Progress was made towards developing outdoor learning across the school. Staff began exploring approaches to outdoor learning, gathered pupil voice and identified resources to support future development. However, planned progress was limited due to a lack of available professional learning opportunities and competing school priorities. As a result, a whole school framework for outdoor learning has not yet been fully established. This remains an area for further development and will be carried forward into next session.

Despite this, children who participated in outdoor learning experiences reported high levels of enjoyment and engagement. Staff observed positive impacts on participation, confidence, communication and wellbeing during outdoor learning activities, reinforcing the value of further developing this aspect of the curriculum moving forward.

NEXT STEPS

Outdoor Learning

- Establish a shared vision and progressive framework for Outdoor Learning.
- Develop staff skills and improve outdoor learning environments.
- Embed Outdoor Learning across the curriculum.

Inclusion, Relationships & Wellbeing

- Strengthen Emotion Works, restorative approaches and behaviour policy implementation.
- Continue developing Peer Mediators and wellbeing supports.
- Use pupil voice and data to improve inclusion, wellbeing and relationships.

School Improvement Priority 3:

To deliver high-quality, inclusive literacy learning and teaching that meets the needs of all learners; including extending challenge for more able pupils.

Child Speak:

I understand and enjoy the processes and structure of my tasks, which increases my confidence to take on new challenges in my learning.

(Link to Cluster Plan)

HGIOS 4/HGIOELC Quality Indicators:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 2.4 Personalised Support
- 2.2 Curriculum

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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PROGRESS

- Whole school continued to embed the full implementation stage of PM Writing.

- Fife marking criteria and pupil friendly assessment grids continued to be used; allowing pupils to be engaged in their assessment process and know their next steps.
- Began to engage with bought nonfiction texts and digital literacy to support writing stimulation WAGOLLS.
- Engaged further with Cluster Writing and Handwriting policies (in Staff Toolkits). Tools for Writing/Reading.
- Whole school are in the Early Implementation Reading Stage of PM Reading.
- Engaged further with Tools for Reading
- Started to organise banding of ORT and other school reading scheme books to correspond with PM Reading Bandings.
- P4 and P7 PM Reading assessments started to be completed – guide to fluency.
- Spelling further developed in all classes - 20 minutes of making and breaking words per day.
- Differentiation focused on in learning experiences and how this can ensure effective pace and challenge, particularly for more able pupils.

IMPACT

The continued implementation of PM Writing has led to increased consistency in writing approaches across the school. Most learners are demonstrating improved understanding of writing structure, genre features and success criteria. As a result, pupils are developing greater independence when planning and producing written work, with many showing increased writing stamina and confidence to sustain longer pieces of writing.

The use of Fife marking criteria and pupil-friendly assessment grids has strengthened learners' understanding of success within writing. Most pupils can identify their next steps in learning and are increasingly able to reflect on their work and make improvements. This has supported greater pupil engagement in the assessment process and improved learner ownership of progress.

Engagement with non-fiction texts, digital literacy resources and WAGOLLS has enhanced writing motivation and provided effective models to support learners' understanding of quality writing. This has contributed to improved idea generation and increased confidence in writing across a range of genres.

Early implementation of PM Reading has supported staff to develop a more consistent approach to reading across the school. Pupils are increasingly experiencing a structured and progressive reading pathway, with emerging consistency in approaches to decoding, fluency, phrasing and comprehension. Staff confidence in assessing reading has improved, supporting more reliable professional judgement and targeted support for learners.

As a result, pupils are beginning to benefit from more appropriately levelled reading materials, which is supporting increased engagement, confidence and reading enjoyment. Early identification of reading gaps is becoming more effective, allowing for more targeted interventions and support for learners who require additional help.

The introduction and reinforcement of structured spelling approaches, including daily word study routines, has strengthened pupils' phonemic awareness, vocabulary development and spelling accuracy. Most learners are showing improved retention of spelling patterns and increased application of spelling strategies in their writing.

A stronger focus on differentiation and pace in learning and teaching has supported increased challenge for learners, including more able pupils. There is evidence that learners are being encouraged to extend their thinking and produce more detailed and higher-quality written responses.

Targeted interventions for learners who are more than six months behind in reading have supported measurable progress in word recognition and reading fluency. These learners are beginning to build greater confidence in decoding and sentence construction, with early signs of improved engagement in reading tasks.

Overall, literacy learning across the school is becoming more consistent, structured and inclusive, with improving alignment between reading, writing and assessment approaches.

NEXT STEPS

- Embed PM Writing, PM Reading and structured word study across the school.
- Strengthen staff confidence, moderation and assessment practices.
- Enhance learners' reading, writing and spelling through consistent, progressive approaches.
- Use data and targeted interventions to support progress and close attainment gaps.

Improving Outcomes

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	100%	100%	0%	67%
P7	75%	100%	100%	75%

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	100%	100%	100%	100%
P4	66.7%	0%	66.7%	67%
P7	75%	100%	100%	66%

Analysis

Across the school, attainment data for 2025–2026 shows strong performance in literacy, with most cohorts meeting or exceeding stretch targets. In P1, pupils achieved expected levels across all areas, demonstrating a secure foundation in early literacy and numeracy. Numeracy attainment at P4 is positive, meeting the stretch target, reflecting effective teaching and support in early number concepts. Attainment in Listening and Talking and Reading is exceptionally strong at 100%. However, Writing remains a significant area for development, with no pupils achieving expected levels. This indicates a clear disparity between reading comprehension and written transcription skills, suggesting the need for targeted intervention in sentence construction, spelling and writing stamina. Targeted writing this session have focused on strengthening core tools for writing through modelling, guided practice and scaffolded tasks. Although attainment in writing has not yet improved, pupils have shown clear progress in related foundational skills. These developments indicate that the building blocks for future improvement are now more secure, and pupils are better equipped to progress towards achieving expected writing outcomes.

In P7, literacy outcomes are particularly strong, with all pupils achieving expected levels in Reading and Writing, surpassing the stretch target of 75%. This reflects consistent progress over time and the impact of high-quality teaching and assessment practices. Listening and Talking sits at 75%, indicating that most pupils can communicate effectively, though a small number require further support to develop confidence and clarity in spoken language. Numeracy attainment at P7 is more variable, with 66% of pupils achieving expected levels against a stretch target of 100%. This highlights a need to strengthen conceptual understanding, fluency and problem-solving skills for a minority of learners as they transition to secondary school.

Overall, the data indicates that literacy is a clear strength across the school, particularly in Reading, where all cohorts achieved 100%. Numeracy shows strong performance in the early stages but requires further consolidation at P4 and P7 to ensure all learners are well prepared for the next stage of their learning. The small

cohort sizes mean that individual pupil performance has a significant impact on percentages, but the patterns emerging across stages provide a reliable basis for identifying priorities. Strengthening writing at P4 and numeracy at P4 and P7 will be key areas of focus moving forward, supported by continued use of targeted interventions, digital tools and robust tracking processes.

Targeted interventions

The activities and interventions funded by the Pupil Equity Fund and from Scottish Attainment Challenge were additional to core activity in enhancing teaching and learning opportunities. This has proven for most to be effective at reducing the poverty related attainment gap. In particular, the funding has been used to help Springfield support children who experience barriers to learning or not receiving the same chances in their education because their family is experiencing poverty or other financial difficulties.

The funding focused on activities and interventions with planned outcomes to improve Literacy and Numeracy. Interventions were considered within the context of school priorities and align closely with School Improvement Plans. Impact has been considered in terms of the desired outcomes for pupils. Evidence has been gathered and analysed to measure impact and to report whether the intervention is one that has had a positive impact on our learners.

Our Teachers and support staff have delivered targeted interventions with learners, delivered over the course of 6-8 weeks, in short, active bursts, ensuring the children are motivated and engaged.

In the early years, targeted literacy support has focused on developing learners' knowledge and skills in phonics using multisensory activities to reinforce CVC blending and segmenting, supporting confidence and accuracy in early reading and writing. Short, targeted numeracy sessions use concrete materials and number-line supports to develop counting to 10 has also been a particular focus across P1-P2.

Across the middle school, there has been a particular focus on mental maths, repeated practice of core multiplication facts using games, quick-fire recall tasks and visual supports to build fluency and confidence. Also, targeted learners have engaged in structured activities to develop sentence construction, spelling patterns, vocabulary choice and planning strategies, to develop skills in writing.

Across the upper stages, learners have engaged in targeted interventions to extend their literacy skills focusing on building confidence and resilience through modelling, guided reading and writing strategies, and supported practice with increasingly challenging texts.

Along with teacher direction, baseline assessments were carried out at the beginning to establish where the greatest need lies and in turn, informed the planning process. Children were informally assessed throughout and adaptations made where necessary, before formally reassessing at the end to measure progress and impact. Data is evidenced and reported analytically.

Evidence shows that interventions in Literacy and Numeracy have had a largely positive effect on our learners with almost all targeted learners now with a percentage increase when a comparison is made between pre and post scoring. Almost all reported that they benefited from the sessions with most able to articulate how this made them feel and why. Almost all children involved were able to state what they would take away from the sessions, for example, it has helped them transfer skills back into the classroom.

Summary of Intervention Impact

Targeted literacy and numeracy interventions have supported learners across the school to make positive progress in key skills, confidence and independence.

- **P1-P2 Literacy:** Learners are making good progress in early phonics, with almost all now able to recognise and blend CVC words with increasing accuracy. Confidence and independence in reading and writing simple words continue to grow through consistent phonics practice.

- **P1-P2 Numeracy:** Learners can now reliably count to 10 and are beginning to apply this understanding to simple addition and subtraction activities. All learners can successfully identify missing numbers and complete early calculations when supported by concrete materials and number lines.
- **P3-P5 & P7 Numeracy:** All targeted learners have improved the speed and accuracy of their multiplication fact recall and are increasingly applying these skills independently in mental maths and problem-solving tasks.
- **P3-P5 & P7 Literacy:** All learners have shown increased confidence and stamina in writing, demonstrating greater independence and more consistent use of taught writing strategies, including sentence construction, spelling and vocabulary development.
- **P6 Literacy:** Learners are becoming more confident, resilient and independent readers and writers, applying taught strategies more consistently and persevering with increasingly challenging tasks.

Overall, targeted interventions have resulted in improved attainment, confidence, resilience and independence across literacy and numeracy, with learners increasingly applying their developing skills successfully within their wider classroom learning.

Achievements

All pupils have been engaged in a variety of wider experiences at Letham this session which covers the four contexts of learning and develop a range of skills linked to the 4 capacities. There were also opportunities through wider achievements to promote the school values of Positivity, Honesty, Kindness and Respect. Throughout these wider experiences, pupils also have the opportunity to develop their DYW skills, such as communication, teamwork, resilience, leadership and creativity

These have been shared throughout the session through whole school displays, newsletters, assemblies, Seesaw, and Groupcall updates, and celebrated during Together Time Whole School Assembly and school award ceremonies.

Below is a table which shows opportunities for personal achievement, aspects of cross curricular learning, and events which support the ethos and life of the school as a community.

LETHAM	Innovation - curiosity, creativity, sense-making, critical thinking.	Self- Management - focusing, integrity, adapting, initiative	Social Intelligence - communicating, feeling, collaborating, leading
Effective Contributor	World Book Day (CAS) Craigtoun outing (ELSC)	Masterclasses (CAS) Gladiator visit (ELSC)	Football Club (CAS) Sports day (OPA)
Confident Individual	Bridge models – presented at Open Day (IL)	Burns Performance – School, Local & Fife Competition winners (ELSC)	GLEE Performance (IL) Lendrick Muir (OPA)
Successful Learner	Whole school Seasonal Events (IL) YMI Wee Big Sing (IL)	PM writing afternoon (CAS) Design Competition (OPA)	Fundraising – Christmas Cards/Summer Fayre (IL)
Responsible Citizen	Harvest Afternoon – Food Bank Collection RNLI visit (IL) Christmas Fayre - fundraising (ELSC/IL)	Bronze RRS award (OPA) Sponsored run (OPA) Church Service (ELSC)	Remembrance Service (ELSC) Cat Protection & Farm Talk Cluster league sporting activities (OPA)

The ethos and life of the school as a community **(ELSC)**

Opportunities for personal achievement **(OPA)**

Interdisciplinary learning **(IL)**
Curriculum areas and subjects **(CAS)**

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	

Letham Primary School

School Improvement Plan

2026-27



Session 2026-2027 Letham Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 1: Extend the use of digital technology to provide high-quality learning experiences, effective feedback and personalised support for all learners. Child Speak: I can use digital tools to help me learn, understand feedback and improve my work.				
HGIOS4 Quality Indicators/New Shared Framework ELC 1.3 Leadership of Change/Leadership 2.2 Curriculum/Children Plan and Learn 2.3 Learning, Teaching and Assessment/Children Plan and Learn 2.4 Personalised Support/Children are Supported to Achieve 3.2 Raising Attainment and achievement/Children Plan and Learn 3.3 Increasing creativity and employability/Children Plan and Learn				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Staff will confidently and consistently use digital technology to enhance learning, teaching, assessment and feedback across all stages of the school. Staff will make effective use of digital tools to provide timely, personalised and responsive feedback that supports children to understand their next steps in learning. Staff will utilise digital technologies and	Professional Learning - Provide access to a range of targeted professional learning opportunities that enable staff to develop their effective use of digital technology to enhance learning, teaching, assessment and feedback, aligned to individual and school improvement priorities. - Facilitate opportunities for staff to share effective digital practice through collegiate sessions, professional dialogue and peer learning.	All staff Digital Leaders All Staff Abi Fairweather Sean Gorrie	Staff voice	Termly following input
	Learning, Teaching and Assessment Embed the use of digital technology to support high-quality learning experiences across all stages, with a particular focus on Early Years and the Middle school.	All Staff	Pupil voice Classroom Observations Staff voice Attainment data	Termly November Termly Termly

accessibility features to ensure learning experiences are inclusive and meet the needs of all learners. Children will be more engaged, motivated and independent in their learning through the effective use of digital technology. Children will use feedback more effectively to reflect on their learning, identify next steps and improve their work. Digital Leaders (P6 and P7) will develop leadership skills and will increase the confidence and digital skills of younger learners by providing support, modelling and guidance. Children in the Early Years and Middle school will have increased opportunities to use digital technology to create, communicate, collaborate and share their learning. Digital technology will enhance play-based and active learning experiences,	• Develop consistent approaches to using digital tools for assessment, learner reflection and responsive feedback. • Extend the use of digital profiling to capture progress, achievement and next steps in learning. • Establish and develop a team of P6/7 Digital Leaders who will support learners and staff in the effective use of digital technologies. Ensure all learners can access appropriate digital tools and accessibility features to support their individual learning needs. Family Learning and Engagement • Provide opportunities for parents and carers to develop their understanding of digital learning through workshops, information sessions and digital communication. • Share learning and achievements through digital platforms to strengthen home-school partnerships. Monitoring and Evaluation • Monitor the impact of digital technologies on learning, teaching, assessment and feedback through learning visits, learner conversations, digital portfolio reviews and stakeholder feedback. • Use evidence gathered to identify strengths, areas for development and next steps for improvement.	Abi Fairweather Sean Gorrie Becca Acari All Staff	Parent Voice Classroom observations Pupil voice Staff voice	Following sessions Term 2 & 3 January – LP Termly Termly
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promoting creativity, independence and learner voice. Parents and carers will have a greater understanding of how digital technologies support learning and how they can reinforce learning at home.				
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 2: Develop and embed a coherent whole-school curriculum rationale and progressive learning pathways across all curricular areas, outdoor learning and pupil profiling to support consistent progression, learner engagement and achievement over time. Child Speak: I understand my learning across all subjects and can show my progress and achievements over time.				
HGIOS4 Quality Indicators/Quality Framework ELC				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
A clearly articulated and shared Curriculum Rationale is understood and used by all staff to inform planning, teaching and assessment. All learners experience coherent and progressive learning pathways across all 8 curricular areas.	- Develop a refreshed whole-school Curriculum Rationale based on the purpose and principles of Curriculum for Excellence (CfE), clearly articulating the “why, what and how” of learning at the school. - Establish clear, progressive learning pathways across all 8 curricular areas, ensuring progression, breadth and depth from Early Years to P7.	All staff All staff	Staff voice Data from attainment meetings Pupil voice Forward Plan Monitoring Attainment Meetings Parent Voice	Term 1 Termly Termly Termly Termly

Increased consistency in curriculum delivery ensures appropriate breadth, depth and challenge for all learners. Learners can talk confidently about their learning pathways, skills development and progress across curricular areas. Outdoor learning is embedded as a planned and progressive element of the curriculum, enhancing engagement, wellbeing and skills development. Pupil profiling is used effectively to capture and celebrate learning over time, supporting reflection, achievement and learner ownership. Improved consistency in tracking progression supports more accurate professional judgement and targeted support for learners. Learners demonstrate increased engagement, motivation and ownership of their learning across all curricular areas. Staff demonstrate increased confidence in planning and assessing progression within and across curriculum areas.	• Audit and refine progression frameworks in all curricular areas to ensure coherence, consistency and appropriate challenge across stages. • Embed Outdoor Learning as a progressive and planned curricular entitlement, clearly linked to curriculum experiences and outcomes across all stages. • Develop and implement a whole-school approach to pupil profiling, ensuring learners regularly record, reflect on and celebrate achievements across key curricular areas (key curr. areas and format to be agreed). • Strengthen learner voice and participation in curriculum design, ensuring pupils contribute to shaping learning experiences and pathways. • Develop consistent approaches to tracking and monitoring progression across all curricular areas, supporting high-quality assessment and professional judgement. • Ensure curriculum pathways promote skills development, including creativity, critical thinking, collaboration and meta-skills for learning, life and work. • Engage staff in professional dialogue and moderation to ensure shared understanding of progression within and across curricular areas.	All staff Catherine Hughes Karen Dunbar Rebecca Stewart		
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Focused Priority 3

Further develop high-quality, inclusive literacy learning and teaching across reading, writing and spelling to improve attainment, ensure consistent assessment and moderation, and provide appropriate challenge for all learners.

Child Speak: I can read, write and spell with confidence. I am challenged in my learning and I know how to improve my work.

HGIOS4 Quality Indicators/ Quality Framework ELC

2.2 Curriculum

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
Almost all pupils will demonstrate improved writing stamina, structure and genre awareness across a range of writing tasks. Most pupils will have a secure understanding of writing success criteria and will use feedback to identify and act on next steps in their learning. All staff will have a shared understanding of standards in writing and reading through consistent use of assessment frameworks and moderation activities. Most pupils will experience a consistent, structured approach to reading progression, supporting improved fluency, comprehension and engagement. Most pupils will be able to use appropriate strategies to support decoding, fluency and understanding of texts, leading to increased confidence in reading.	- Continue to embed PM Writing and PM Reading across all stages, ensuring consistent high-quality learning, teaching and assessment practices that support progression and attainment in literacy. - Develop and embed a whole-school literacy assessment framework, ensuring consistent understanding and moderation of reading and writing standards (decoding, fluency, comprehension and writing structure). - Strengthen differentiation and challenge within literacy learning, with a particular focus on extending more able learners through higher-order reading and writing tasks. - Further develop staff confidence and pedagogy in reading through Balanced Reader approaches, Active Reading strategies and ongoing professional learning. - Embed structured word study and spelling approaches across all stages to improve	Sam Miller Rebecca Acari	Literacy data Classroom observations Pupil voice Staff voice Improvement in SWST Jotter monitoring	Termly Term 3 -LP Termly Termly Termly Term 1 & 3 Ongoing Term2&3 Term 3&4

Targeted learners will make measurable progress in reading fluency and word recognition, with evidence of accelerated progress for those working below expected levels.

All pupils will benefit from a structured approach to spelling and word study, resulting in improved spelling accuracy, vocabulary development and transfer into writing.

Most pupils, including more able learners, will experience appropriate challenge in literacy tasks, leading to higher-quality extended writing and deeper reading responses.

Learners will demonstrate increased independence in literacy tasks and greater engagement in reading and writing activities.

Improved consistency in literacy learning and teaching will lead to raised attainment and improved overall outcomes in literacy across the school.

spelling accuracy, vocabulary development and writing fluency.

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Letham Primary School

Pupil Equity Plan

2026-27



Session 2026-2027 Letham Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27		£ 1080
School Context (copied from SIP)		
School Roll: 26 Classes: P1-3, P4-7 (2) ASN: 17.86% YC: 3.57% FME: 3.57% Overall SIMD: 6.4%	Letham Primary School is a small rural school serving the villages of Letham and Collessie and the surrounding rural communities. While the majority of children experience positive outcomes, a range of equity-related factors continue to impact some learners. The school recognises that disadvantage can present in a variety of forms and is committed to ensuring that all children have equitable access to high-quality learning experiences and support. Pupil Equity Funding is used strategically to reduce barriers to learning, improve attendance and engagement, support wellbeing and nurture, and raise attainment for identified learners. Through targeted interventions, enhanced family engagement and partnership working, the school aims to ensure that all children are included, supported and able to achieve their full potential regardless of their circumstances.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)		
At Letham Primary School we 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, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Parentwise survey showed that 100% of parents agree that the school has measures in place to minimise 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?)	
SQR/SIP/PEF shared via Parent Council and recorded in meeting minutes; parents can offer feedback. Plan to create parental feedback space alongside current SIP display, parent questionnaires and feedback sought at Show and Share events.		

Rationale Intervention 1 – children have been identified across P2 and P3 where the attainment gap is between 3 and 8 months off track – close gap Intervention 2 – children across P3-P5 where they are currently on average 6 months off track in all Numeracy and Maths areas – close the gap. Intervention 3 – Although attainment in Writing is high, this area of Literacy is an area for improvement, with a particular focus on children who are performing off track. Intervention 4 - A group of children have been identified where there is a need to improve social and emotional wellbeing This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £22,050	
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 Dec/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?)
<u>Intervention 1</u> By June 2027, the gap will close for 2 identified children. <u>Intervention 2</u> By June 2027, the gap will close for 2 identified children.	1. Use BASE data analysis and completion to identify gaps in learning and areas for improvement. 2. Use SNSA data to identify gaps in learning and areas for improvement. Measurable over time therefore provides longer term planning 3. Baseline reading age taken from assessment 4. Increased time with class teacher in class with a focus on areas identified.	NSA data Pace and Progress meetings, class observations and jotter monitoring Improved self-esteem for learners in relation to their writing Feedback from Learners indicates a more 'can do' attitude.	What has been the impact? Have you met your original expected impact?

<u>Intervention 3</u> Attainment of Writing at all stages increased by 3%, particularly for our most disadvantaged learners.	5. PSA will support children 3x weekly, planned by class teacher 6. Use of Clicker 8 to support writing. Opportunity for Clicker 8 to be used at home. 7. Review of appropriate universal and targeted support available. 8. Involvement of stakeholder partners/agencies to support particularly children with ASN, eg EP 9. Regular pace and progress meetings with HT and SfL to review progress for identified children (termly).	Improved health and wellbeing for targeted children Improved pupil engagement as a result of improved wellbeing Positive feedback from children, staff and families	
<u>Intervention 4</u> By June 2027, all identified pupils for social and emotional intervention will have improved wellbeing, their barriers to learning will have been reduced	Continue to use our Emotion works programme to ensure a common language across the school, particularly for our most disadvantaged pupils. Continue to use circle approach to identify targeted support for individuals.		

APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)

Separate attachment sent

2025-2026 Projected/Anticipated Spend

Health & Wellbeing		
Category	Brief Description	Cost
other (please detail)		£ -
other (please detail)		£ -
other (please detail)		£ -
Total Spend		

[illegible]

