

Session 2025-2026 Improvement PI

Education Directorate Improvement Plan: Health & Wellbeing

Focused Priority 1:

- Trial and amend Positive Relationships & Behaviour Policy for Lundin Mill Nursery & Primary school.
- To embed a unified, evidence-based approach to de-escalation and trauma-informed care across all teams, ensuring safe, respectful, and supportive environments for both children and staff.

HGIOS4 Quality Indicators

1.2 Leadership of Learning
2.2 Curriculum
2.4 Personalised Support

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
3.1 Ensuring wellbeing, equality and inclusion

Early Years Quality Framework:

- leadership
- children thrive and develop in quality spaces
- children play and learn
- children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All staff feel more equipped and supported to manage challenging situations.</p> <p>All children and staff's safety and wellbeing will improve.</p>	<p>CPD - 5 Principles of trauma informed practice - PL All staff taking part in professional learning to support their understanding of trauma informed practice and de-escalation strategies.</p> <p>Professional Reading/video – Paul Dix – when the adults change, everything changes A-Z of Trauma Informed Teaching – S Naish, A Oakley, H O'Brien, S Penna & D Thrower</p> <p>Audit current practices Trial Positive Relationships and Behavior Policy, using Steps to Success alongside our School Values</p>	<p>Led by Rachel Allan & M Hunter</p> <p>All staff</p> <p>All staff</p>	<p>Audits Audit of 5 Principles of trauma informed practice. Sharing of professional dialogue – feedback</p> <p>All staff consistently using our Positive Relationships & Behaviours Policy</p>	<p>Inservice - 2 18th Aug'25 -am</p> <p>Aug'25 - May'26</p> <p>Nov'25 Feb'25</p>

<p>Improved positive, trusting relationships for all.</p> <p>A shared language and approach across teams fosters consistency, fairness, and empathy in responses to distress.</p>	<p>to ensure everyone knows expectations of behaviour and responses. Linking safety and wellbeing to Keeping Cool in School strategies, Meta & decider skills through NCCT.</p> <p>Planned Interventions Ensure children receive interventions to support confidence and resilience, e.g. kitbag, lego therapy</p> <p>Embed Approaches Embedding the practice and expectations in the Circle Framework and Positive Relationships and Behaviours policy. i.e. through Lundin Mill's 'Steps to Success' and signing contracts Pupil Voice established in each class New symbolised charts and agreed scripts are being used, for consistency. What are the impacts? How do we know? Create sensory circuits for children that become overwhelmed and build into daily routines for all children.</p>	<p>Led by Kate Wyer</p> <p>Led by HT Led by Kate Wyer - SFL T PSA - C Gold All staff</p> <p>Led by Kate Wyer - SFL T PSA - C Gold All staff</p> <p>Led by F Mudie – OT & N Purves - EH&ST</p>	<p>Audit & log of changes made and feedback from staff & children</p> <p>Pupil, Parent & Partners Voice All children can talk about their coping strategies and what works for them Feedback from children, staff and parents on our Positive, Relationships & Behaviour policy</p> <p>Surveys Pupilwise, Parentwise and Health & Wellbeing surveys.</p> <p>Data Tally number of HS1 & Bullying Incidents recorded</p> <p>Lundin Mill wellbeing groups, confidence & feelings recorded to show improvements</p> <p>Observations Children and staff using scripts Lundin Mill 5-point scale & Steps to Success, records for individuals.</p>	<p>May'26</p> <p>Sept'25 Feb'26 May'26 Nov'25 & May'26</p> <p>Nov'25</p> <p>-</p> <p>May'26</p>
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			Safe Spaces being monitored and recorded to show who, when and how children are using them.	
Ongoing Evaluation				

Session 2025-2026 Improvement Plan

Education Directorate Improvement Plan: Achievement

- Focused Priority 2:**
- 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 using digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.

HGIOS4 Quality Indicators	Early Years Quality Framework:
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.6 Transition 3.3 Increasing creativity and employability	2.2 Curriculum 2.4 Personalised Support 3.2 Raising Attainment and achievement
	<ul style="list-style-type: none"> ➤ leadership ➤ children thrive and develop in quality spaces ➤ children play and learn ➤ children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.</p> <p>Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching</p>	<p>Professional Learning Activity</p> <p>As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.</p> <p>All staff will have 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. e.g. Apple Teacher</p>	<p>Transforming Learning Led by ESO's, Digital PT's</p> <p>Led by TL Ambassadors – A Marshall R Allan K Wyer</p> <p>All staff</p>	<p>Data</p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA data</p> <p>Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc</p> <p>Pupil, Parent, Partners & Staff Voice</p> <p>Staff views on use of digital technology to enhance learning.</p> <p>Self-evaluation (2.3) on strengths and next steps.</p>	<p>Aug'25 - May'26</p> <p>Inservice - 3 14th Nov'25 -am</p> <p>Inservice - 4 11th Feb'26</p>

<p>and assessment leading to improved outcomes for all children. Focusing on differentiation, questioning & Feedback</p> <p>All children will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.</p> <p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.</p> <p>Through planned opportunities with</p>	<p>Enhancing learners' experiences</p> <p>Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. e.g. Showbie to support differentiation, questioning & feedback. Bookcreator to support creative writing. Diagnostic tools being used to individualise Sumdog and Nesy programmes.</p> <p>Enable all staff to use digital tools to make learning and teaching more engaging. Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. e.g. My World of Work – profiling to support transition</p> <p>Staff will ensure they are able to always demonstrate the safe and responsible use of digital.</p> <p>Learning, Teaching and Assessment</p> <p>Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways.</p> <p>Teachers will use a range of digital tools to create and share explanations and to model learning processes.</p>	<p>Led by ESO's, G Sanderson D Black Digital PT's</p> <p>All staff professional learning</p> <p>P5-7 CTs</p> <p>Led by TL Ambassadors – A Marshall R Allan K Wyer</p> <p>Led by TL Ambassadors – A Marshall R Allan K Wyer</p> <p>All staff</p>	<p>Staff professional dialogue with school/cluster colleagues.</p> <p>Feedback from Professional Learning activity.</p> <p>Parent/carer views on children's experiences.</p> <p>Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.</p> <p>Observations</p> <p>Forward planning documentation.</p> <p>Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.</p> <p>Focus for LP – analysis of learning experiences of using technology.</p>	<p>Inservice - 5 7th May'26</p> <p>Nov'25 - May'26</p> <p>Jan-Jun'26</p> <p>Jan'26 - May'26</p> <p>Terms 3 & 4</p> <p>Nov'25</p>
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	experiencing across the school in relation to the use of digital technology.			
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Ongoing Evaluation

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Education Directorate Improvement Plan: Achievement				
Focused Priority 3:				
<ul style="list-style-type: none"> Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. Refresh Lundin Mill’s Curriculum Rationale and include Progress and Meta-skills 				
HGIOS4 Quality Indicators			Early Year’s Quality Framework	
1.2 – Leadership of Learning	1.3 – Leadership of Change	2.2 – Curriculum	2.3 – Learning, Teaching and Assessment	➤ leadership
3.1 – Ensuring wellbeing, equality and inclusion	3.2 – Raising attainment and achievement			➤ children thrive and develop in quality spaces
				➤ children play and learn
				➤ children are supported to achieve
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum</p>	<p>Professional Learning Activity As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum e.g.</p> <ul style="list-style-type: none"> Sciences/Stem HWB Early Numeracy & Maths HWB – Meta/Decider Skills <p>ELIPS – EYO training S</p>	<p>All staff Lit & Num Sciences/STEM <i>Led by A Marshall & J Hughes</i></p> <p>HWB - <i>Led by A Knox, E Green, T Adam</i></p> <p>Early Numeracy <i>Led by J Black, C Hazel & M Hunter</i></p> <p>Meta/Decider skills <i>Led by K Wyer, R Allan</i></p> <p><i>Led by HT</i></p>	<p>Data Analysis of attainment data in Literacy, Numeracy along with all identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA/eLIPS data</p> <p>Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc</p> <p>Pupil, Parent & Staff Voice Teacher professional dialogue with HT at Tracking & Attainment Meetings & LS Consultation</p> <p>Staff & child feedback from moderation activity</p>	<p>Sept’25</p> <p>Nov’25</p> <p>Feb’26</p> <p>Apr’26</p> <p>May’26</p> <p><i>Inservice - 3 14th Nov’25</i></p> <p>Sept’25</p> <p>Nov’25</p> <p><i>Inservice - 2 19th Aug’25-pm</i></p> <p>Feb’26</p>

<p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum</p>	<p>All staff will use CfE benchmarks for all curriculum areas to engage in moderation activity linked to identified curricular areas</p> <p>Forward Planning All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.</p> <p>All staff to use new resources; Literacy and Numeracy Overviews Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements.</p> <p>Staff will develop confidence in planning for assessment.</p> <p>Tracking & Monitoring All staff in liaison with HT will further develop their working knowledge of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual and/or cohorts of children.</p>	<p>All staff</p> <p>Led by HT All staff</p> <p>Led by HT All staff</p> <p>Facilitated by HT Led by CTs</p> <p>Facilitated by HT Led by All class teachers & EYOs</p>	<p>Parent/carer views on children’s experiences of BGE</p> <p>Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p>Observations Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Quality Assurance Learning Partnership – analysis of data, learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum</p> <p>Professional dialogue Reliable Evidence to ensure accurate judgements Child’s views</p> <p>Feedback</p>	<p>Apr’26</p> <p>May’26</p> <p>Sept’25 Nov’25 Jan’25 June’25</p> <p>Terms 1,2,3</p> <p>Terms 1,2,3,</p> <p>Nov’25</p> <p>Sept’25 Nov’25 Jan’26 April’26</p>
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Education Directorate Improvement Plan: Achievement / Health & Wellbeing / Equality & Equity				
Focused Priority 4: Early Years – Nursery & P1				
1. Develop and enhance learning experiences by creating a numeracy and math rich environment in early years.				
2. Create and further develop high quality learning spaces to support all children to achieve and thrive using the new ‘Quality Spaces’ document.				
3. Introducing the expectations around Setting the table guidance and Fife’s Fabulous Foods documentation to support improvements in children’s health and tackle health inequalities				
HGIOS4 Quality Indicators:			Early Years Quality Framework:	
1.3 - leadership of change 2.3 - learning, teaching & assessment 2.5 - family learning			2.7 - partnerships 3.1 - ensuring wellbeing, equality and inclusion 3.2 – raising attainment and achievement	
			<ul style="list-style-type: none"> ➤ leadership ➤ children thrive and develop in quality spaces ➤ children play and learn ➤ children are supported to achieve 	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1. All children engage in numeracy and maths through meaningful, real-life contexts, leading to increased confidence and improved attainment.	Staff training: CPD accessed via Education Scotland and Padlet.com: 1. Block Play -Ed Scot video1&2 2. National Counting series (5 sessions) 3. Supporting Early Mathematical Development (3 sessions) Early Years staff team: working to support each other in both settings, sharing strengths and upskilling Interactive resources: Incorporate manipulatives like loose parts, counting beads, and digital tools like numeracy & maths games or apps.	EYDO – S West PNT – J Black EYOs - D Whittle - M Hunter - G Gunn P1- CT – C Hazel led by M Hunter & C Hazel	Observations - high quality observations which evidence the increased use and awareness of mathematical and numerical concepts - high quality interactions using numerical and mathematical language from benchmarks Staff Voice - improved staff confidence in delivering numeracy experiences – prof dialogue, team meetings	CPD 1. CPD-May’25 2. Inservice 2 – 19th Aug’25 Continue through T1 3. Inservice 3 – 14th Nov’25 Continue through T2 Terms 1,2,3,4 Aug’25 – May’26

<p>2. Develop and improve core provision to ensure high quality learning spaces that support all children to achieve and thrive leading to improved outcomes,</p>	<p>Numeracy & Maths: Use number lines, shapes, measurement tools, and real-life maths contexts (e.g., calendars, clocks, money). Responsive Planning: use of higher order questions to ensure planning for next steps in learning. Use CfE Early level progression pathways and ELC Yearly tracker to support. Cross-curricular links: Embed numeracy in daily routines and other subjects. Family Learning: Workshops, BookBug, Stay & Play Games sessions organised to encourage confidence in numeracy and maths concepts. Community Partnerships: Environmental print walks, library, café, shop, playgroup, care home visits.</p> <p>Audit current spaces using the ‘Quality Spaces’ document to identify strengths and areas for development.</p> <p>Children Leading: in designing and evaluating spaces to foster ownership and engagement.</p> <p>Child-centred design: Ensure spaces are inclusive, accessible, and stimulating, with quiet areas, sensory zones, and open-ended resources.</p>	<p>EYDO – S West</p> <p>PNT – J Black</p> <p>All Early year’s staff to contribute</p> <p>led by G Gunn</p> <p>All Early year’s staff to contribute</p>	<ul style="list-style-type: none"> - P1 & nursery environment will have consistent features of math’s and numeracy embedded throughout including outdoors - effective use of Early Numeracy progressive pathways - bank of questions collated, relating to E&Os, displayed with children’s responses - Quality Improvement - monitoring of planning and PLJs - attainment data – ELIPS, CfE benchmarks, records of understanding <p>Evidence</p> <ul style="list-style-type: none"> - learning evidence and documentation of cross-curricular numeracy and maths, e.g. floor books, photos, self-evaluation framework, PLJs, Seesaw, learning walls, audits <p>Data</p> <ul style="list-style-type: none"> - self assessment - records of attending numeracy area – clipboard, weekly table with names, days of weeks, ticks represent times visited on days – totals to show popularity-info handling - pupil, parent/carer & staff voice surveys and questionnaires <p>Evaluations</p> <ul style="list-style-type: none"> - Clear identification of strengths and areas for improvement using the <i>Quality Spaces</i> tool 	<p>Terms 1,2,3,4</p> <p>Aug’25 – May’26</p> <p>Term 3 & 4 Jan’26 – May’26</p> <p>Inservice – 4- Feb’26</p> <p>Feb’26 – Mar’26</p>
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<p>experiences and attainment.</p> <p>3. Children's understanding of nutrition improves as there will be a focus on reducing health inequalities using Setting the Table and</p>	<p>High Quality Space: Create areas for collaboration, independence, exploration, achievement and improved attainment.</p> <p>Look Outwardly: staff visit other Early Learning settings, in cluster, LP trios and out of cluster.</p> <p>Staff awareness sessions: CPD on the key messages and expectations of both documents.</p> <p>Parental engagement: Share guidance with families through workshops, newsletters, or tasting sessions.</p> <p>Policy design: Use Fife Template for Food Policy to create a local Lundin Mill Policy</p> <p>Menu reviews: Align food offerings with nutritional guidance, ensuring variety and cultural relevance.</p>	<p>All Early year's staff to contribute</p> <p>EYDO – S West</p> <p>PNT – J Black</p> <p>Led by J Boswell</p> <p>Cook – N Elder</p> <p>All Early Years staff to contribute</p>	<ul style="list-style-type: none"> - Actionable next steps documented and implemented <p>Pupil Voice</p> <ul style="list-style-type: none"> - feedback from pupils on accessibility, likes, dislikes, learning walks, sharing ideas, planning - children leading learning, plans, designs, learning walls, signs, questions displayed etc <p>Data</p> <ul style="list-style-type: none"> - monitor and record frequency of spaces being used <p>Observations</p> <ul style="list-style-type: none"> - learning observations recorded – learning walls, PLJs, photos, drawings - High quality interactions, observations, PLJs, Learning Partnership, learning dialogue - bank of high order assessment questions made for signs/displays/ prompts <p>Pupil, Parent & Staff Voice</p> <ul style="list-style-type: none"> - Staff can clearly explain the key messages from both nutritional guidance documents. - Feedback from staff on training relevance and impact. - Increased attendance at workshops and tasting sessions. 	<p>Feb'26 – Apr'26</p> <p>Apr'26 – May'26</p> <p>Feb'26 – May'26</p> <p>Nov'25</p> <p>Mar'26 – May'26</p> <p>CPD- May'25</p> <p>Jun'25</p> <p>–</p> <p>Aug'25</p> <p>Sept'25</p> <p>-</p> <p>Dec'25</p> <p>Inservice 3</p> <p>14th Nov'25</p> <p>Oct'25</p> <p>-</p>
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<p>Fife's Fabulous Foods guidance.</p>	<p>Health & wellbeing promotion: Integrate healthy eating into the curriculum through cooking activities, symbolised environment, Fabulous Food home journals, gardening, and food education.</p>		<p>- Increased uptake of school meals.</p> <p>Surveys</p> <ul style="list-style-type: none"> - Pupil and parent satisfaction with food choices (through surveys and focus groups) - Feedback from Lundin Mill's Food Policy - Evidence of healthy eating practices being adopted at home (e.g. shared photos, pupil comments, fabulous food home journal). - Visible displays or pupil-led projects promoting healthy lifestyles. <p>Pupil, Parent & Staff Voice</p> <ul style="list-style-type: none"> - Pupils demonstrate increased knowledge of healthy eating (e.g. evidence through engagement e.g. drawing menus, shopping lists, dialogue.) - evaluations/reflections of pupil's experiences reflect national and Fife guidance 	<p>March'26</p> <p>Inservice 5 7th May'26</p>
<p>Ongoing evaluations</p>				

APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

<p>Pupil Equity Fund allocation for session 2025/26</p>	<p>£ 11,025</p>
<p>School Context (copied from SIP)</p>	

At Lundin Mill we have 137 pupils enrolled in school and 23 in nursery. 11% of our pupils are entitled to free school meals. 29% of children live in SIMD 5, 26% in SIMD 6, 32% in SIMD 8. 11% of children live in SIM D 1 - 4 and 2% in SIM D 9. There are 25% of children identified with an additional support for learning and 3% with English as an additional language and 3% have previously experienced care.

Cost of the School Day (In what keyways do you plan to mitigate against Costs within the School Day)

Uniform: to recycle school uniforms at no cost to families. Uniform exchange days are held in partnership with our families, ensuring all pupils have the option to attend school in uniform without financial pressure.

School Trips, Events and residential experiences: We aim to keep contributions for school trips, events and residential experiences to a minimum.

After School Clubs: Our extra-curricular programmes are designed to be accessible to all, with no costs involved, promoting inclusion and engagement beyond the classroom.

Home Learning: We ensure that home learning activities do not require additional resources or materials that could place a financial burden on families. By embedding equity into our planning and decision-making, we strive to ensure that no child is disadvantaged due to financial circumstances.

Stakeholder engagement

(in what ways have you engaged with your stakeholders – children/parents/community etc.)

- share with parents and partners through Summary SQR&IP booklet, Group Call, school website
- consult and seek feedback from Pupil Voice, Parent Council and partners
- ask parental permission to include identified children in intervention groups
- seek pupil feedback about the impact of their planned interventions

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

- Additional Staffing: PSA hours to support attendance, attainment and wellbeing & Teacher for additionality interventions to improve attainment & achievement
- Percentage of digital numeracy & literacy subscriptions
- Support families with trips, events and residential costs

Rationale Improve attendance and lateness to support wellbeing.

Amount of Fund allocated (if appropriate)
£ PSA hours & Breakfast & Lego resources

We have identified children that display increased anxiety and unregulated behaviours due to known trauma and identified ASL. This is having an impact on their attendance and overall health and wellbeing. (including children that transitioned from Kirkton of Largo while it is in the mothball process)

Expected Impact	Interventions Planned	Measure of Success	Impact on children Ongoing evaluation
<p>1. All targeted children will meet individual targets for lateness and attendance. All to show a 10% decrease in their lateness from session 20204-25 and 5% improvement in their attendance.</p> <p>2. All identified children's self-esteem, confidence and resilience will improve after planned interventions.</p> <p>3. All identified children will attend all events and trips.</p> <p>This will be monitored and reviewed termly through Planning, Progress & Attainment meetings and Learning Support consultations and PSA staff development sessions. CT, LS, PSA & SLT This target is linked to: Priority 1 – Development of HWB being supported by Professional learning on trauma informed practice and our introduction of our new Positive Relationships & Behaviour</p>	<p>1. PSA will lead a Walking Bus to support lateness and attendance as it provides an option for children to be dropped off earlier at a designated spot away from the busy school entrances.</p> <p>2a. PSA led Breakfast Club will continue to support smooth transitions between home, school and class for identified children, improving attendance.</p> <p>2b Identified children attend interventions of Kitbag and Lego Therapy to support their self-esteem, confidence, resilience and peer relations.</p> <p>3. Funds will be used to support identified children to ensure equity of opportunity and learning experiences.</p>	<p>1. Identified children's lateness to decrease by 10% over the session and their attendance improves by 5%.</p> <p>2a. Reduction in days for children attending the Breakfast Club. 5-point scale used to measure their 'Ready to Learn' at start and end of breakfast club.</p> <p>2b. Identified children use their individual 5-point feeling scales when they attend Kitbag or Lego Therapy.</p> <p>3. 100% attendance for all learning experiences for identified children.</p>	

Policy, including Lundin Mill's Steps to Success.			
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Rationale Improve engagement in learning to raise attainment	Amount of Fund allocated (if appropriate) Teacher & PSA hours digital supports subscriptions		
We have identified 19% of learners who are below expected CfE tracking for age and stage. This is having an impact on their attainment and achievement, especially in Reading, Writing and Numeracy.			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation
<p>Intervention 2 By May'26, all identified learners, will increase their CfE predictions by at least 3 months to achieve their next level in learning for Reading, Writing and Numeracy.</p> <p>All targeted children will meet individual targets for Reading, Writing and Numeracy. This will be monitored and reviewed termly through Planning, Progress & Attainment meetings and Learning Support consultations. CT, LS, PSA & SLT</p> <p>This target is linked to: Priority 2 & 3. – Achievement, through LTA enhanced by digital technology and accurate tracking & attainment using CfE benchmarks for Literacy & Numeracy.</p>	<ol style="list-style-type: none"> 1. All identified learners will engage in small group interventions (2x weekly) focusing on increasing their high frequency sight vocabulary by 30 words over the session. 2. Phonological knowledge will improve and identified learners will be able to apply their skills to support improvements in their reading and writing predictions by 5 months. 3. All identified 1st & 2nd level learners will increase their reading and spelling ages by 5 months over the school session from Aug'25 - May'26. Interventions will be twice weekly and reinforced by engaging with the digital reading and spelling programme, Nessy. 4. All identified Early, 1st & 2nd level learners will increase their CfE predictions by 5 months while working towards their next CfE levels. Interventions will be numeracy skills daily by engaging with the numeracy digital programme, Sumdog, in school and will have the opportunity at home. 5. All identified Early level learners will experience an inclusive, numeracy rich learning environment to support improvements in their numeracy attainment. 	<ol style="list-style-type: none"> 1. Increase of at least 30 high frequency words. 2. CfE predictions for reading and writing increased by 5 months. 3. Reading & Spelling ages increased by 5 months. 4. CfE 1st & 2nd level predictions for numeracy increased by 5 months. 5. CfE Early level predictions for numeracy will increase by at least 3 months. 	