Newport Primary School Context of the School		
Demographic	Setting/School Roll (including ELC)	ELC: 25 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only
	FME	5%
	SIMD Profile for establishment	Almost all children live within Scottish Index of Multiple Deprivation data zones 4 to 10. A few children live within Scottish Index of Multiple Deprivation data zones 1, 2 and 3.
Vision, values and aims	Our School Vision: "Work together, learn together and be the best that we can be " Our ELC Vision: "Play together, learn together and be the best that we can be " Our School and ELC Values: • We include all families and strive for an environment that welcomes everyone. • We believe in school we demonstrate fairness, mutual respect and tolerance. • We are working towards a shared partnership with all who have an interest in the school. The following are the 5 core values that we all want to strive to carry out on a daily basis: • Polite • Responsible • Kind • Honest • Respectful Our School and ELC Aims: • Provide each child with a wide range of suitably challenging opportunities. • Work in close partnership with parents, carers, outside agencies and the local community. • Provide a safe, stimulating, welcoming and well-resourced environment. • Ensure all staff are given opportunities to develop professionally. • Respect and listen to the voices of all.	

Attendance	Attendance 95.21%	Authorised 3.06%	Unauthorised 1.73%
Exclusions	0		
Summary of consultation with stakeholders	Stakeholders have been involved in reviewing our priorities, have contributed to identifying our priorities for Session 2025-2026 and have been consulted regarding our PEF spend in the following ways:		

	- All parents/carers had the opportunity to feedback through HGIOS4? Questionnaire, including a question about PEF - All children had the opportunity to give feedback through questionnaires, Pupil Council, our Pupil Conference and Newport Natter sessions
Attainment Scotland Fund Allocation (PEF)	£25 920
Cost of the School Day statement	At Newport Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We have worked with our children, families and local community to eliminate as many school costs as possible: **Uniform** – uniform is available to everyone who needs it, lost property is recycled and issued to those who need it. Each term a preloved rail is available for all children and families. Our local thrift shop in the village also sells school uniform. **Travel** – any child who represents the school is not asked to fund transport costs to do so. **Community** – any charity/fundraising events eg Red Nose Day, discos are based on donations so families do not feel pressure to pay and are limited to 4 per year. We recognise that dress up opportunities can be an added expense for families and for that reason we have decided not to promote these. We will still support traditional dress up days e.g Red Nose Day but give consideration on how this can happen with minimal expense ie wearing a red item. Our Parent Council run a second-hand uniform sale throughout the year which includes dress up clothes for festivals/events. The clothes can also be found in the local thrift shop. **School trips** - where possible we try to ensure that no individual trip will cost more than £10. Families will be given as much notice as possible when a cost is likely to incur, at least 4 weeks' notice. We are always ready to help any family who requires financial support. Grants are sought annually to help with covering the cost of transport (Fife Educational Trust). **Clubs** – there are no costs for any extra-curricular clubs. **Home Learning** – we ensure there are no costs for any home learning activities. **Curriculum** – there are no costs for curricular activities. Through Enterprise projects we promote budgeting. Each class will experience an Enterprise project but no family needs to provide material for this. Materials if required will be purchased by the school unless homes have materials that they wish to donate.

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

School Improvement Priority 1: By May 2025, all children's learning will be effectively monitored and tracked across the curriculum, using a range of assessment evidence to inform professional judgements.

HGIOS 4 Quality Indicators:	HGIOELC Quality Indicators:
1.3 Leadership of change	1.3 Leadership of change
2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement	3.2 Securing children's progress

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

Progress:
- All teaching and ELC staff have undertaken professional learning on how to record attainment across the curriculum within the Progress Framework.
- All children's progress is tracked across the Broad General Education.
- All teaching staff have planned, delivered, evaluated and moderated Health and Wellbeing learning with cluster colleagues.
- All teaching and ELC staff have used the Benchmarks to plan for assessment.
- All teaching staff have gathered a wider variety of assessment from across the curriculum.
- All teaching and ELC staff have used Progress to complete end-of-year written reports.

Impact:
- All children are being tracked across all curriculum areas using the Progress framework. This is ensuring that our children are suitably challenged across the curriculum as evidenced in our Forward Plans/Evaluations, Newport Natters sessions, Learning Logs/e-portfolios and classroom observations.
- Most children are able to talk about their learning and progress in a wider range of curriculum areas.
- As a result of all teaching staff engaging in professional learning and moderation with cluster colleagues their confidence has increased and judgements are robust and reliable.
- It is evident from classroom observations, Forward Planning sessions and Newport Natter sessions that children are experiencing breadth and progression across the curriculum.
- There is early evidence that staff's professional judgement is beginning to be more robust and reliable when declaring a level across different curriculum areas.
- All families have received an end-of-year report which details their child's attainment across all 8 curricular areas and meta-skills.

Next Steps:
- To link our school's progression of skills to meta-skills to ensure breadth, coherence and depth across the curriculum for our children and to ensure all staff are assessing these skills.
- To engage in planning and moderation within Science, Technologies and Art through learning trios.

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

School Improvement Priority 2: By May 2025, we will have developed a whole school approach to rights, equalities and diversity.

HGIOS 4 Quality Indicators:	HGIOELC Quality Indicators:
1.3 Leadership of Change	1.3 Leadership of Change
2.2 Curriculum	2.2 Curriculum
3.1 Ensuring Wellbeing, Equality and Inclusion	3.1 Ensuring Wellbeing, Equality and Inclusion

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

Progress:

- All staff have undertaken professional learning using Education Scotland's Inclusion, Wellbeing and Equalities Framework and GTCS modules.
- Teaching and ELC staff have reviewed curriculum pathways to identify learning and teaching opportunities for diversity.
- Our Together Time calendar is linked to diversity, rights and equality.
- All teaching staff developed their knowledge and understanding of critical pedagogy and critical literacy with Katie Haigh, Education Support Officer - Curriculum. They used this approach through an identified curriculum area, with their class, to identify bias, power and viewpoints. This work has been highlighted as good practice and has been shared across Fife.
- New resources have been purchased to reflect diversity and equality.
- Newport Natter sessions and our Pupil Conference have had a focus on diversity, rights and equality.
- We have updated our Curriculum Rationale to reflect our approach to diversity, rights and equality.
- The work around this improvement priority has been shared with families in a Sway.

Impact:

- Through our Newport Natter sessions and Pupil Conference most children spoke confidently and articulately about their rights, the importance of these, diversity, tolerance, discrimination and how to overcome prejudices.
- All staff have a greater knowledge of bias and inequality, diversity and rights. This has resulted in our staff team having a shared and consistent language arounds rights, diversity and equalities which is being modelled to and used by most of our children.
- Our curriculum pathways ensure there is a consistent approach across our school towards the learning and teaching of diversity which shows breadth, progression and depth. This is ensuring all children have an increased knowledge and understanding of the world around them.
- Books and other resources are reflective of the diversity we have in our school and also from the wider local area and world. This is ensuring all children are represented and are being exposed to the wider world to enable discussions around diversity and tolerance to happen.
- Professional dialogue session about the impact of our critical pedagogy and critical literacy approach showed most children had a greater awareness of their rights and were able to apply higher order thinking skills to deepen their knowledge and understanding of a topic, to ask questions and have informed views/opinions. This is enabling our children to become Confident Individuals and Responsible Citizens.
- Our families have a greater awareness of rights, diversity and equalities to be able to support their child's learning around these themes at home.

Next Steps:
- To continue to promote the less familiar known rights at Together Time and through our IDL lessons and class novels.
- To adapt our IDL planner to ensure there is an opportunity for our children to apply their critical thinking and to extend the opportunities for them to question, analyse, identify power/bias.

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

School Improvement Priority 3: All P1 and P2 teachers will observe all children in their play to challenge and extend learning across the curriculum.

HGIOS 4 Quality Indicators:			HGIOELC Quality Indicators:			
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Attainment and Achievement						
Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	

Progress:
- All teaching staff are observing children in their play and planning/extending learning opportunities.
- The progress of this priority was limited due to Showbie being introduced next session and staff absence.

Impact:
- Most children are beginning to talk about the skills they are developing and their learning.

Next Steps:
- All staff to undertake training around Showbie and to decide on a way forward for using this within our school.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	88%	88%	88%	96%
P4	93%	82%	79%	82%
P7	96%	89%	85%	78%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	84%	84%	96%	96%
P4	71.4%	75%	82.1%	82%
P7	77.8%	85%	81.5%	78%

Across P1, P4 and P7, overall levels of attainment are very good in Literacy and Numeracy. Most children achieve the expected levels of attainment in Literacy and Numeracy. By the end of P1, most children achieve early level in Literacy and almost all children achieve early level in Numeracy. By the end of P4, most children achieve first level in Literacy and Numeracy. By the end of P7, most children achieve second level in Literacy and Numeracy.

PEF Evaluation/Impact
Targeted Intervention 1
By June 2025, our identified group of children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).
Progress:
- Phonics, common words and grammar assessments were completed and used to identify gaps and next steps.   - Identified children focused on core skills, which were explicitly taught.   - Support for Learning Teacher and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly.   - Regular Tracking and Attainment meetings identified the progress for the identified children.
Impact:
- All targeted children in P1 have increased their ability to write single sounds.   - All targeted children in P2 have increased their ability to write the single sounds.

- All targeted children in P4 and P6 have increased their ability to write key vocabulary correctly.
- All targeted children in P5 and P7 have improved their spelling and grammar skills.

PEF Evaluation/Impact

Targeted Intervention 2

By June 2025, our identified children will have made progress within their Curriculum for Excellence level for reading.

Progress:

- Baseline reading assessments were completed with identified children (phonics assessments, common words, understanding of a text) in P1-P7.
- Interventions were implemented with identified children and skills were explicitly taught.
- Support for Learning Teacher and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly.
- Regular Tracking and Attainment meetings identified the progress for the identified children.

Impact:

- All targeted children in P1 have increased their ability to read more complex texts. All have improved their sight vocabulary. All targeted children in P1 have increased their ability to read the single sounds and are using these to blend either cv, vc or cvc words.
- All targeted children in P2 have increased their ability to read single sounds. Most have improved their sight vocabulary. They have all improved their ability to read.
- All targeted children in P3, P4 and P6 have improved their sight vocabulary and are now able to read more fluently.

PEF Evaluation/Impact

Targeted Intervention 3

By June 2025, our identified children will have improved their Numeracy skills based on conceptual understanding rather than process.

Progress:

- NSA data, BASE data and teacher assessments were used to identify children. Baseline assessments were completed with identified children to establish starting level.
- Interventions were implemented with identified children and skills were explicitly taught.
- Support for Learning Teacher and Pupil Support Assistants reviewed the progress of identified children regularly and modified the intervention accordingly.
- Regular Tracking and Attainment meetings identified the progress for the identified children.

Impact:

Targeted children in Primary 4 have improved their number skills:

- Almost all have improved their understanding of counting forwards, backwards and identifying missing numbers. They have also developed their recall of number bonds.

Targeted children in Primary 5 have improved their number skills:

- Almost all targeted children have improved their mental maths and recall skills. They can add on 10, 9 and 19 and half and double numbers.

- Almost all targeted children can apply strategies to be able to round numbers to the nearest 10, multiply by 10, add 90, add 29 and 11. They can identify numbers to 10000 and can interpret word problems.

Targeted children in Primary 7 have improved their number skills:

- All targeted children have learnt strategies to be able to add and subtract mentally (eg 25+39) and multiply by 100.
- The majority can now interpret word problems and apply the correct strategies. They have an increased knowledge and understanding of negative numbers, decimals and fractions.

Achievements

There has been a wide variety of wider achievement opportunities across the ELC and school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These are also linked to our school values, UNCRC, 4 Contexts for Learning and our skills framework.

These have been shared throughout the session through newsletters and social media and celebrated at our weekly Together Times. They are recorded in our Wider Achievement Books and on our school tracker. For a whole school overview of wider achievement opportunities within our ELC and School please refer to our Curriculum Rationale.

Please find below a few examples of wider achievements from this session:

- All P7 children contributed to The Goblin Kit Car project developing their Science, Technology, Engineering and Maths skills in a real-life context. A few represented our school at Cowdenbeath Racetrack, applying the skills they had learned. We came second overall and were third in the slalom and greenest body work.
- Throughout the session P6 and P7 children have had the opportunity to represent our school at various sporting events. This has developed their co-operation and communication skills, has provided them with opportunities to be active and enabled them to have fun. We were third in Fife's Indoor Athletics competition and gained top ten places in Fife's Cross Country Running event.
- The majority of P6 and P7 children participated in the Scottish Mathematical Challenge which developed application of mathematical, numeracy and problem-solving skills. 2 children achieved bronze awards.
- Four P6 children represented our school at The Techno Challenge at St Leonards in St Andrews. They undertook STEM challenges, worked together, applied their skills to a new context and developed their problem solving and communication skills. We were the winners overall.
- We had individual successes for 3 children in competitions: HMS Unicorn (first place), the Fisheries Art competition (highly commended) and the BBC's 500-word competition (placed in the top 25). This demonstrates that our children are successful learners. All children have worked in partnership with Newport in Bloom and Safer Communities team to promote our community and our school value of being respectful and responsible.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Very Good	Very Good	Very Good	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Securing children's progress	Good	Very Good	Very Good	
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?			Very Good	
How good is our setting?			Very Good	
How good is our leadership?			Very Good	
How good is our staff team?			Very Good	

Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Key strengths: • Children were happy, confident, and highly engaged in play. • Staff valued the children's voice and sensitively listened to their requests, which told us that their views and opinions mattered. • Children benefited from uninterrupted play, allowing them to become absorbed in what they were doing. • All staff were skilled in using open-ended questions to extend learning. • Children's artwork, photographs and writing were on display throughout the ELC giving a strong message to children that they mattered and that their creations were important and valued. • Children, staff, and families were meaningfully involved and influenced change within the setting. • All staff were confident about their roles and were able to reflect on how their commitment and hard work had benefitted children.

	Area for improvement:
	• Staff had reflected upon the lunch time experience and looked at ways of developing this; we offered some suggestions on how this can be developed further to promote more opportunities for independence during lunch time. • Further development of immediate outdoor space to ensure high quality spaces for learning and play.

Education Directorate Improvement Plan: Achievement

Focused Priority:
- To 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 for children.

HGIOS4 Quality Indicators	ELC Quality Improvement Framework
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	Leadership of Continuous Improvement Learning, teaching and assessment Wellbeing, inclusion and equality Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment with a particular focus on personalised support, feedback and assessment, leading to improved outcomes for all children.	**Professional Learning Activity** 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. All staff will have the option to upskill their knowledge through the awareness of	ESOs, Digital PTs K Allan and W MacKenzie to lead this All staff Cluster school ambassadors	**People's Views** Gather staff views on use of digital technology to enhance learning (baseline). Use QI 2.3 to identify strengths and next steps. Repeat this at the end of the session 2025-2026.	Term 1-4: linked to Annual Calendar.

	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.		Minutes of meetings from professional dialogue sessions with colleagues. Feedback from Professional Learning activity.	
	Cluster school ambassadors to provide support and professional learning opportunities for all staff. All staff to showcase and share their learning/practice.		**Data** Analysis of attainment data in Literacy, Numeracy along with all areas of the curriculum.	Term 1 and review termly at Forward Planning and Tracking meetings. Linked to Quality Assurance Calendar.
Most children in P6 and P7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.	**Enhancing learners' experiences** Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs.	L Donaldson K Allan and W MacKenzie to lead this All staff Digital Pupil Committee (led by W MacKenzie)	Analysis of CFE and BASE/NSA data. Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc.	All Professional Learning: Term 1-4 linked to Annual Calendar.
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.	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.			
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 at universal, additional and intensive levels.	Staff will ensure they are able to always demonstrate safe and responsible use of digital technology. **Learning, Teaching and Assessment** Teaching staff will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways.		Children's views gathered through Newport Natters sessions, Pupil Council, Pupil Conference, Pupilwise survey and weekly Star Achiever's gathering on the use of digital technology to support and enhance learning experiences.	Term 1-4: linked to Quality Assurance Calendar and Annual Calendar.
	Teachers will use a range of digital tools to create and share explanations and to model learning processes.			
	Planning for key learning to be shared via digital platforms to support P6-P7 children to access during and outside of lessons.		**Observations** Forward planning	Term 1-4: linked to Quality

	Teaching staff will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace.		documentation.	Assurance Calendar.
			Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.	Term 2-4: linked to Quality Assurance Calendar.
	Teaching staff will involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co-construct success criteria.		Focus for Learning Partnership – analysis of learning experiences through the use of technology.	Term 3: linked to Quality Assurance Calendar.
	Assessment and Feedback All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children.	K Allan and W MacKenzie to lead on this	Classroom observations and children's views gathered through Newport Natter sessions and Pupilwise survey.	Term 1-4: linked to Annual Calendar and Quality Assurance Calendar.
	Development of Digital Portfolios to showcase learning over time using Showbie.	All staff		
	Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning.			
	Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the use of digital technology.	L Donaldson K Allan		Term 4.
Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children	Families will be invited to Sharing our Learning morning which will focus on digital technology.

This will be a regular agenda item at Parent | L Donaldson K Allan All teaching staff | Parent/Carer views on children's experiences will be gathered via questionnaire, Parent Council meetings, | Term 2-4: linked to Quality Assurance Calendar and Annual Calendar. |

in their learning across the curriculum.	Council meetings.		feedback at Parent/Carer Consultation, Parentwise and Sharing our Learning events.	
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority: • 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. • Teaching staff will plan and implement opportunities and assess a breadth of meta-skills across the curriculum.				

HGIOS4 Quality Indicators		**ELC Quality Improvement Framework**		
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement		Leadership of Continuous Improvement Learning, teaching and assessment Wellbeing, inclusion and equality Children's progress		

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All teaching and nursery 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 and within meta-skills. All teaching and nursery staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure all children experience their entitlement to a broad general education. Through planned opportunities with parents/carers, knowledge of the broad general education	**Professional Learning Activity** As part of collegiate sessions teaching staff will plan, implement and assess an identified curricular area and meta-skills as a Learning Trio. All teaching and nursery staff will engage in professional dialogue on assessment of identified areas of the curriculum (Sciences, Technology and Art) All teaching and nursery staff will use Curriculum for Excellence (CfE) benchmarks for identified curriculum areas to engage in moderation activity. All teaching and nursery staff will align our skills progression with	L Donaldson K Allan All teaching and nursery staff	**Data** Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum. Analysis of CFE and BASE/NSA/eLIPS data. Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc. **People's Views** Teacher professional dialogue with SLT at Forward Planning and Tracking Meetings. Feedback from moderation activity. Staffwise survey.	Term 1-4: linked to Quality Assurance Calendar. Term 1-4: linked to Quality Assurance Calendar. Term 2-4: linked to Quality

(BGE) will be developed, and this will ensure they can support children in their learning across the curriculum.	meta-skills framework. **Forward Planning** Forward Planning and attainment dialogues will support assessment within identified curricular areas and meta-skills learning linked to assessment evidence which informs professional judgements.	L Donaldson All teaching staff All nursery staff	Parent/carer views on children's experiences of BGE gathered at Parent Council meetings, Parent/Carer consultations, questionnaires, Parentwise survey and feedback from Sharing our Learning events.	Assurance Calendar and Annual Calendar. Term 1-4: linked to Quality Assurance Calendar.
	Teaching and nursery staff will develop confidence in planning for assessment within identified curricular areas and for meta-skills.	L Donaldson All teaching staff All nursery staff	Children's views gathered through Newport Natters sessions, Pupil Council, Pupil Conference, Pupilwise survey and Star Achiever gatherings on their learning experiences across the curriculum	
	Tracking & Monitoring All teaching and nursery staff in liaison with SLT will further develop their working knowledge of the Progress Framework. This will be used to record targeted interventions for individual or cohorts of children.	L Donaldson K Allan All teaching staff All nursery staff	**Observations** Forward Planning documentation monitoring. Jotter and PLJ sampling – literacy/numeracy and other curriculum areas (Art, Science and Technologies).	Term 1-4: linked to Quality Assurance Calendar. Term 1-4: linked to Quality Assurance Calendar.
	Learning, teaching and assessment Focus for our Sharing the Learning mornings for families – sharing progression across identified curricular areas	L Donaldson K Allan All teaching staff	Classroom observations linked to identified areas of the curriculum and meta-skills followed by professional dialogue.	Term 1-4: linked to Quality Assurance Calendar.
	Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.	L Donaldson K Allan		Term 4

Ongoing Evaluation
Education Directorate Improvement Plan: Achievement

Focused Priority:

- To further enhance outdoor spaces to ensure children experience high quality play and learning experiences.

HGIOS4 Quality Indicators		ELC Quality Improvement Framework
		Leadership of Continuous Improvement
		Learning, teaching and assessment
		Wellbeing, inclusion and equality
		Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience high quality indoor **and outdoor** spaces to learn and play in.	Outdoor spaces will be resourced and organised to ensure learning opportunities are maximised across the curriculum. Consideration of … • Static spaces to allow for play to be continued over longer periods of time • Storage to maximise opportunities for independent learning • Shelter • Development of gross motor skills – e.g. bikes, balls • Loose parts • Further development of Grab and Go boxes • Can all indoor core provision be replicated in the outdoor space? • Looking Outwards (Learning Partnership settings)	K Allan (PT) N Nelson (EYO) J McKenzie (EYO) N Wilson (EYO) E Laing (PNT)	PDSA Cycle - small test of change methodology Audit of core provision before and after ECERS-3 (Early Childhood Environment Rating Scale) Use of Space and Furnishings assessment tool Analysis of DRP, Learning Wall planning documentation, including childrens' voice, parental input and evaluations Gather and analyse childrens' views – use of Plickers and SLT Newport Natter sessions Gather and analyse views of parents/carers	Term 1 – 4: linked to Quality Assurance Calendar and team meeting schedule.
Children will experience a broad	Outdoor Learning Wall to be			

			Use of grafitti walls (Fife's) to evidence strengths and next steps.	
BGE. Their learning will be planned and tracked to ensure pace, challenge and appropriate next steps are identified.	established. Thread of learning which is tracked indoors to be replicated outdoors. Consideration of whether Learning Wall themes should match or could be different. Continue to strengthen use of outdoor daily responsive planning documentation.			
All practitioners will be confident to promote play, learning and intentional promotions in the outdoor environment. All practitioners will be able to plan for, track and identify next steps for all learners in the indoor **and outdoor** spaces.	Further use of Conceptual Numeracy and Workshop for Literacy professional learning and planning materials to support planning for play spaces and outdoor intentional promotions e.g. - Fife Curriculum Planning and Delivery Tile (Glow) - Pyramids and trackers for Lit and Num - Fife Improvement Support Tile (Glow) - Pedagogy Premiers Tile (Glow) - Care Inspectorate guidance - My World Outdoors - Out to Play - Space to Grow - Loose Parts Play toolkit			

Ongoing Evaluation

Pupil Equity Fund allocation for session 2025/26	£ 25 920

School Context	

Setting/School Roll (including ELC/ASC)	ELC: 25 (includes shared placements) School: 204 8 classes and 1 ELC class ELC Class: 9am-3pm, Term Time only
FME	5%
SIMD Profile for establishment	Almost all children live within Scottish Index of Multiple Deprivation data zones 4 to 10. A few children live within Scottish Index of Multiple Deprivation data zones 1 and 2.

Attendance (%) (End of May 2025)	Overall	95.42%	Authorised	1.42%	Unauthorised	3.16%	

Exclusion (%)	0
Attainment Scotland Fund Allocation (PEF and SAC)	£25 920

Cost of the School Day

At Newport Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We have worked with our children, families and local community to eliminate as many school costs as possible:

Uniform – uniform is available to everyone who needs it, lost property is recycled and issued to those who need it. Each term a preloved rail is available for all children and families. Our local thrift shop in the village also sells school uniform.

Travel – any child who represents the school is not asked to fund transport costs to do so.

Community – any charity/fundraising events eg Red Nose Day, discos are based on donations so families do not feel pressure to pay and are limited to 4 per year. We recognise that dress up opportunities can be an added expense for families and for that reason we have decided not to promote these. We will still support traditional dress up days e.g Red Nose Day but give consideration on how this can happen with minimal expense ie wearing a red item. Our Parent Council run a second-hand uniform sale throughout the year which includes dress up clothes for festivals/events. The clothes can also be found in the local thrift shop.

School trips - where possible we try to ensure that no individual trip will cost more than £10. Families will be given as much notice as possible when a cost is likely to incur, at least 4 weeks' notice. We are always ready to help any family who requires financial support. Grants are sought annually to help with covering the cost of transport (Fife Educational Trust).

Clubs – there are no costs for any extra-curricular clubs.

Home Learning – we ensure there are no costs for any home learning activities.

Curriculum – there are no costs for curricular activities. Through Enterprise projects we promote budgeting. Each class will experience an Enterprise project but no family needs to provide material for this. Materials if required will be purchased by the school unless homes have materials that they wish to donate.

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?)
- Parent Council - Pupil Council - Staff Team - Pupil Conference	

Rationale	Amount of Fund allocated (if appropriate) £ 25 920

Intervention 1: Raise attainment in Writing. We have identified children in P2-P7 who are not attaining in Writing as expected, specifically within Tools for Writing and Creating a Text (grammar, spelling, punctuation and structure of a text).

Intervention 2: Raise attainment in Reading. We have identified children in P2-P7 who are not attaining in Reading as expected, specifically within Tools for Reading and Understanding, Analysing and Evaluating.

Intervention 3: Raise attainment in Numeracy. We have identified children in P2-P7 who are not attaining in Numeracy as expected, specifically within Number and Number Processes (number bonds, 4 operations, mental agility, selecting a process, word problems).

Expected Impact	Interventions Planned	Measure of Success	Impact on children Ongoing evaluation Dec/June
Intervention 1 By June 2026, our identified children will have made progress within their Curriculum for Excellence level: Tools for Writing (structure, spelling and grammar).	Small targeted group/individual work based on identified needs: 1. Phonics, common words and grammar assessments will be used to identify gaps and next steps. 2. Identified learners will focus on core skills, which will be explicitly taught for 6 weeks. 3. Increased time will be allocated for writing on a weekly basis. Each pupil will complete writing activities (x3 per week) and an extended writing piece each week (PEF teacher). These will include clear success criteria. 4. PSA will support individuals as identified. 5. Regular attainment meetings will identify the progress for the identified children (every 6 weeks).	• Baseline writing assessments to be completed with identified children. • Weekly: assessment rubric completed for individual children. • Every 6 weeks measure the impact of the progress so far using an assessment rubric and amend intervention if necessary.	

Intervention 2 By June 2026, our identified children will have made progress within their Curriculum for Excellence level for reading.	Small targeted group/individual work based on identified needs: 1. Single sounds and cv/vc words 2. Diagraphs and blending cvc, cvc, ccvc 3. Common words 4. Word attack strategies 5. Reading aloud sessions with a PSA (x3 per week) 6. Reading focus on literal, inferential and evaluative questions, summarising and identifying the main ideas/purpose of a text (Understanding, Analysing and Evaluating). 7. Regular attainment meeting will identify the progress for the identified children (every 6 weeks).	• Baseline reading assessments to be completed with identified children (phonics assessments, common words, understanding of a text) in P2-P7. • On-going assessment to show progress. • Every 6 weeks measure the impact of the progress so far using a reading assessment and amend intervention if necessary.	
Intervention 3 By June 2026, our identified children will have improved their Numeracy skills based on conceptual understanding rather than processes.	Small targeted group/individual work based on identified needs: 1. Core Numeracy concepts 2. Word problems including multi-step problems 3. Numeracy sessions with a PSA (x3 per week) 4. Regular attainment meeting will identify the progress for the identified children (every 6 weeks).	• Use NSA data, BASE data and teacher assessments to identify children. Baseline assessment to be completed with identified children in P2-P7 to establish starting level. • On-going assessment to show progress. • Every 6 weeks measure the impact of the progress so far using Numeracy assessment and amend intervention if necessary	

Pupil Equity Financial Plan Session 2025-2026

School (select from drop down)		
PEF Allocation 2025/	£	25,920.00
Underspend 2024/25		7950
Total	£	33,870.00

2025/26 - Planned/Anticipated Spend

Literacy

Category	Brief Description	Cost
other (please detail)	closing the attainment gap in literacy for identifie	see below
	Daily input from PSA to deliver literacy interventions including tools for writing, spelling, reading practice, key	
Total Spend		£ -

Numeracy

Category	Brief Description	Cost
other (please detail)	closing the attainment gap in num	see below
	Daily input from PSA to support learners usiing Conceptual Understanding of Numeracy approach	
Total Spend		£ -

Health & Wellbeing

Category	Brief Description	Cost
Total Spend		£ -

Staffing

Staffing	FTE	Cost
PSA 2	28.5 hours until August 2026	£ 31,655.00
Total Spend		£ 31,655.00

Other

Category	Brief Description	Cost
IT hardware	2 smart Tvs to engage and motiv	£ 209.50
IT hardware	2 smart Tvs to engage and motiv	£ 1,700.00
other (please detail)	Unitary Charge	£ 648.00
Total Spend		£ 2,557.50

Amount of spend planned	£ 34,212.50
Unallocated spend	-£342.50