

**Education Service**

**Corsehill Primary School and Early Years**

**Improvement Plan**

**2025-2026**



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**Vision, Values and Aims**

Our vision is to develop a curiosity about our world and enable our children to contribute positively now and in the future.

Our aims for our children

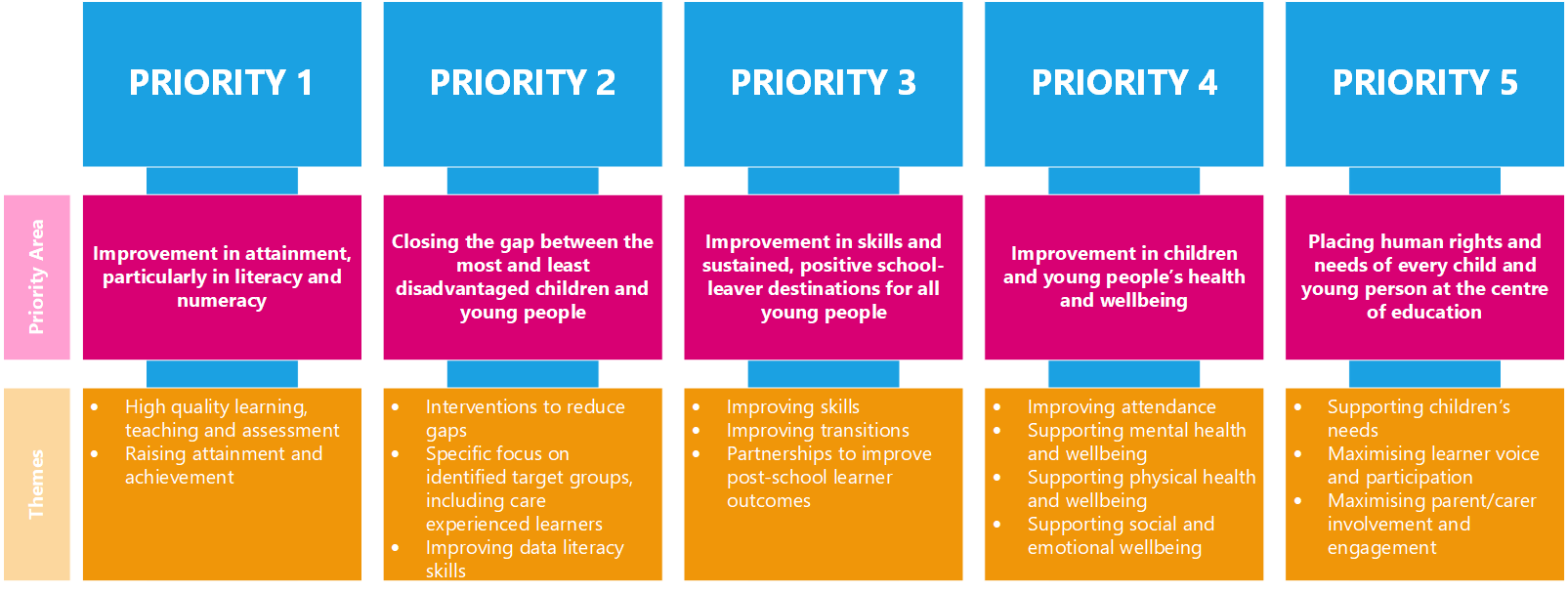
* To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
* To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
* To nurture a sense of wellbeing in our children so that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community

* To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
* To be engaged in the life of the school in order that they can contribute to school decision making and our improvement journey.
* To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1 - Numeracy** | | | |
| **Strategic Objective:**  Improve attainment and teaching in numeracy with a specific focus on basic operations and problem solving. | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 1. Improvement in attainment, particularly literacy and numeracy  2. Closing the attainment gap between the most and least disadvantaged children and young people | 6. Performance information  2. Teaching and practitioner professionalism  4. Curriculum and assessment | 2.2 Curriculum  3.2 Raising attainment and achievement  1.3 Leadership of change | **3.2 Curriculum**  3.3 Learning, teaching and assessment  4.3 Children's progress |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  School context – Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Recent data analysis has shown that even although we had numeracy on our School Improvement Plan last session, there has been a dip across all cohorts. There has been a decline for the past two years in numeracy and a more detailed analysis has shown a particular decline in Primary 6 which will be our Primary 7 cohort next school session. School wide overview for numeracy has gone from 71% in 2022 – 2023 to 69% in 2023 to 2024 to 67% 2024 to 2025.  Recent feedback and self-evaluation from parents and carers has identified that they feel their children require further support in numeracy as well as support for themselves to help with this at home which in turn should help to improve the attainment across all cohorts.  Our school self-evaluation and evidence from classroom observations revealed an inconsistent approach to the delivery of numeracy and further highlighted through the peer discussions and observations in the final term. Self-evaluation also identified inconsistencies in using the NAC numeracy framework and this requires further training for all staff to ensure a consistent delivery of this.  PEF allocation – spend towards numeracy kits for all classes to include a range of concrete materials to support the teaching of the 4 operations of numeracy. | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will demonstrate improved accuracy and fluency in mental and written calculations using addition, subtraction, multiplication, and division appropriate to their stage with a particular focus on Primary 7. | - Audit current attainment in operations. - Share progression pathways and success criteria. - Weekly teaching time for explicit instruction and practice. - Provide games and scaffolds based around the 4 operations. - Fortnightly numeracy challenges. - Targeted intervention for not yet on track learners. | Aug–Dec: Audit & Pathways – PT  Oct–Jun: Weekly planning – Class Teachers  Ongoing: Target groups – Targeted Support Teacher | - Diagnostic assessments (baseline and termly). - Monitoring jotters and numeracy data. - Pupil assessment scores increase by 10% by June.  - Data shows trend of increased attainment. - Pupil feedback shows improved confidence. - Stage moderation confirms skill progression. |  | £2500 – manipulatives and resources |
| Learners will show increased confidence and ability to apply number operations in multi-step and word-based problem-solving contexts. | - Introduce consistent problem-solving strategies. - Weekly problem-solving lessons. - School-wide word problem progression. - 'Problem of the Fortnight' initiative. - Moderated assessment tasks each term. | Sep–Nov: Strategy Development – SLT  Nov–Jun: Weekly lessons – Class Teachers  Ongoing: Problem challenges – PT | - Problem-solving assessment tracking. - Observation of pupil strategy explanations. - Increase in word problem scores across stages.  - Learners articulate structured approaches. - Increased attainment in SNSA problem sections. - Samples show strategy application. |  | £500 – printing, challenge resources |
| Learners will be more confident in articulating their thinking and mental strategies during Number Talks, using accurate mathematical language. | - Deliver CLPL on Number Talks routines and strategies. - Number Talk progression grid. - Create shared bank of prompts and supports. - Daily Number Talks in all classes. - Peer observation of implementation. | Aug–Sep: CLPL – SLT  Sep–Oct: Resources prep – Numeracy PT  Oct–Jun: Daily Number Talks – All Staff | - Number Talk tracker logs. - Pupil voice feedback and strategy recording. - Staff feedback surveys pre/post training.  - Learners use more precise language. - Classroom observations show strong routines. - Teacher confidence improves. |  |  |
| Learners will benefit from more consistent and confident numeracy teaching through increased staff confidence and pedagogy in Number Talks and problem-solving. | - Staff baseline self-evaluation. - CLPL programme based on feedback from staff baseline. - Termly peer learning rounds. | Aug: Baseline Evaluation – SLT  Sep–May: CLPL & Peer Support – PT & Teachers | - Staff surveys pre and post-CLPL. - Peer observation feedback.  - More consistent and confident delivery. - Staff reporting increased skill and clarity. - Improved pupil experiences. |  |  |
| EYC  Develop use of assessment data to identify next steps in numeracy to ensure continuity and progression for all learners. | - Staff will use data to plan responsively and intentionally to extend children’s skills, knowledge and understanding of numeracy and mathematical concepts. | Sept – June 2026  All staff | -Staff planning, reflections and tracking will highlight progress. |  |  |

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| **PRIORITY 2 - Writing** | | | |
| **Strategic Objective:**  All learners will experience consistently high quality writing instruction across all stages, leading to improvement in attainment and confidence in writing underpinned by a robust framework and assessment practices. | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 1. Improvement in attainment, particularly literacy and numeracy  2. Closing the attainment gap between the most and least disadvantaged children and young people | 5. School & ELC improvement  6. Performance information  4. Curriculum and assessment | 1.3 Leadership of change  3.2 Raising attainment and achievement  2.4 Personalised support | 4.3 Children's progress  3.3 Learning, teaching and assessment  3.1 Plan and learning |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Through robust data analysis, we have identified a decline in writing attainment across all cohorts. There has been a decline for the past three years in writing and a more detailed analysis has shown a particular decline in Primary 2, 3, 4 and 5. School wide overview for writing has gone from 70% in 2022 – 2023 to 65% in 2023 to 2024 to 58% 2024 to 2025.  Recent parental engagement has identified that they feel their children need further support and teaching around grammar and spelling. By identifying writing as a priority, this will help address this identified need from parents and carers as well.  NAC have launched the new literacy framework which will help to build consistency and capacity in staff to then improve the attainment in writing across all stages.  PEF allocation – range of resources to support the delivery of writing including spelling and grammar resources. Resources across our zones to support writing in different contexts. | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Increased attainment in writing across all stages, evidenced through ongoing assessment, with a focus on imaginative, personal, and functional writing with a particular focus on cohorts 3,4,5 and 6. | - Review and revise the current writing framework to reflect progression in imaginative, personal, and functional genres.  - Develop clear progression pathways linked to benchmarks and aligned with the Literacy Strategy and new NAC framework.  - Create exemplars and learner-friendly success criteria.  - Ensure staff use consistent planning formats based on the updated framework.  - Moderation activities across stages to ensure shared expectations of quality.  - 0.2 FTE PEF funded class teacher to support across P3,4,5 and 6. | Aug–Oct  **Responsibility:** Literacy Lead, SLT, Class Teachers | Increase in the percentage of pupils achieving expected levels (CfE) in writing based on moderated evidence:  - By May, increase by **10%** the number of learners achieving expected CfE levels in writing across all stages.  - Baseline: August moderated writing samples  - Progress: November and May moderation cycles, planning folders, and pupil voice feedback |  | £14453.12 |
| Improved spelling, phonics, and handwriting proficiency, particularly in early years and lower primary, contributing to greater fluency in written expression. | - Audit current phonics and spelling resources and streamline to ensure consistency using Letters & Sounds or Active Literacy programmes.  - Embed daily phonics/spelling instruction and multisensory spelling strategies.  - Reintroduce structured handwriting programmes using [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk) (Route A, Choice 3).  - Reinforce cursive script across First and Second Level with opportunities for handwriting across the curriculum.  - Track progress using existing assessment tools and introduce writing samples to measure fluency improvements. | Aug–May  **Responsibility:** Literacy Working Group, P1–P3 Teachers, Support Staf | Increase in phonics/spelling and handwriting scores; improved fluency in written tasks:  - By May, improve average spelling assessment scores by 15%  - By May, reduce handwriting legibility concerns in jotters by 25% (based on checklist rubric)  - Baseline: August spelling assessments, phonics screening, handwriting samples  - Progress: Termly assessments; jotter scrutiny; SeeSaw uploads |  | £1000 |
| Enhanced phonological awareness in Primary 1, supporting early literacy development and foundational writing skills | - Implement a daily phonological awareness programme using structured activities in rhyme, syllables, onset-rime, and blending.  - Baseline phonological awareness assessment at start of term and termly progress checks.  - Use the Seesaw platform to capture evidence of learning and progress in phonological awareness tasks.  - Provide targeted support or Talk Boost interventions as needed. | Aug–May  **Responsibility:** P1 Teachers, Support for Learning, SLT | Demonstrated increase in phonological task proficiency (rhyme, blending, etc.):  - By May, at least 85**%** of P1 pupils to show improvement from baseline in at least 3 out of 4 phonological sub-skills.  - Baseline: Start-of-term phonological screening tool  - Progress: Termly checks; Seesaw learning evidence; observational checklists |  |  |
| Progressive and consistent use of the updated writing framework, enabling pupils to understand, apply, and reflect on writing skills more independently. | - Deliver CPD on effective writing pedagogy: modelling, genre structures, use of VCOP and writing scaffolds.  - Introduce collaborative planning across stages using updated writing framework.  - Implement learning walks and peer observations focusing on writing instruction.  - Include focus on writing pedagogy in PRD and collegiate sessions. | Sept–Dec  **Responsibility:** SLT, External Literacy Consultant, All Staff | Increased confidence and consistency in teaching writing across staff:  - By December, 100% of staff engaged in at least 1 peer observations and submitted reflective notes.  - By December, 100% of planning documents aligned to new framework.  Peer observation forms, PRD notes, planning scrutiny, QA learning walk feedback |  |  |
| Writing attainment improvements are measurable and informed by high-quality evidence, including pupil voice, moderated work, and benchmarking | - Gather and moderate writing samples in November and May in line with benchmarks.  - Develop a portfolio of annotated samples showing progression across genres.  - Use writing tracking grids aligned with the framework and benchmarks.  - Gather pupil voice on writing confidence and enjoyment termly.  - Embed learner self-assessment against success criteria. | Ongoing  **Responsibility:** Class Teachers, SLT, Literacy Leads | Increased accuracy and consistency in judgements about writing levels:  - By May, 100% of staff using writing tracking grids  - Termly, gather pupil voice from a representative sample of 25% of pupils per class.  - Writing tracking grids, annotated portfolios, termly learner conversations, moderation records |  |  |
| EYC  Staff will develop phonological awareness practices to develop children’s speech sounds vocabulary and literacy skills. | -Phonological awareness tracker will allow staff to consider each child’s level of phonological awareness development. | Sept 2025 – June 2026  All Staff | -Termly tracker – baseline assessment  -Professional discussion  -Staff observation |  |  |

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| **PRIORITY 3 – Planning, Assessment and Moderation** | | | |
| **Strategic Objective:**  Learners will experience a high quality, coherent curriculum underpinned by progressive planning, robust assessment practices and consistent moderation ensuring equity, improved attainment and confident achievement of a level across stages. | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 1. Improvement in attainment, particularly literacy and numeracy  2. Closing the attainment gap between the most and least disadvantaged children and young people | 2. Teaching and practitioner professionalism  4. Curriculum and assessment  5. School & ELC improvement | 2.3 Learning, teaching and assessment  2.2 Curriculum  1.1 Self-evaluation for self-improvement | 1.3 Leadership of continuous improvement  3.3 Learning, teaching and assessment  Curriculum |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Through SLT observations, staff self-evaluation and learner feedback, there has been improvement in learners’ experiences where challenge, fun and excitement are more present, SLT observations and pupil feedback has shown a lack of consistency in approaches to the planning and assessment embedded within lessons. As a result, there has been a particular dip in attainment at Primary 2 and 3 this session.  PEF- No allocated funds for this priority | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will benefit from a clearly planned and progressive curriculum across Early, First and Second Levels that ensures smooth transitions, builds on prior learning, and supports achievement of a level in all curricular areas. | - Audit current planning formats and progression coverage across all levels and curricular areas.  - Develop and implement a whole-school forward planning framework aligned with Curriculum for Excellence experiences, outcomes and benchmarks.  - Create and share progression pathways in all curricular areas for Early, First and Second Levels.  - Establish shared planning expectations across all stages to ensure consistency in format, content and quality.  - Deliver staff CLPL on planning for progression, responsive planning, and meaningful learning intentions and success criteria.  - Integrate progression pathways and assessment expectations into each planner.  - Schedule termly review points for planning review and feedback from SLT. | Aug:  SLT / PT  Sep – May:  SLT / Class Teachers  Sep – May:  SLT / Class Teachers  Sept:  SLT  Sep – May:  SLT / Class Teachers | - All stages using agreed forward planning format by end of Term 1.  - Consistent evidence of progression in learning plans across all levels.  - Staff self-evaluation shows increased confidence in planning for progression.  - Planning review shows improved quality and consistency across stages.  - Learners demonstrate smoother transitions in learning and increased curriculum coverage. |  |  |
| Learners will benefit from high-quality, timely and appropriate assessments that inform learning and next steps, support improved attainment, and are used diagnostically to close gaps and inform planning. | - Review and update the school assessment policy to include formative, summative, diagnostic and standardised assessments.  - Align assessment practices with progression pathways and forward planning.  - Update and share a clear assessment calendar outlining all key assessments per stage and month (building on 2023–24 calendar).  - Embed agreed assessment expectations into weekly and termly planning.  - Deliver CLPL on assessment design, analysis, and triangulation of evidence.  - Schedule termly data analysis and attainment review meetings between SLT and stage partners to discuss progress, trends and interventions.  - Provide staff training in interpretation and use of standardised data (e.g. SNSA, PTM, PTE, NGRT, PASS).  - Ensure equity and accessibility in assessment practices, with staff adapting assessments to meet a range of learner needs. | Sep:  SLT  Sep - May:  SLT / Class Teachers  Sep - Nov:  SLT  Term 1 onwards:  All Staff  Terms 1–3:  SLT / Class Teachers | - All staff using the updated assessment calendar and tools by Term 2.  - Assessment data (standardised and teacher-led) used to inform next steps in planning.  - Improved attainment trends in literacy and numeracy across stages.  - Termly attainment discussions reflect robust use of data to drive interventions.  - Staff surveys and SLT observations show improved understanding of assessment for learning and consistency in application. |  |  |
| Learners will benefit from more accurate and consistent assessment of their progress in literacy and numeracy as teachers develop a shared understanding of standards and increased confidence in making professional judgements about achievement of a level. | - Implement a whole-school moderation calendar aligned with Education Scotland’s Moderation Cycle (Planning – Teaching – Assessment – Professional Dialogue).  - Plan termly moderation events with a focus on key organisers in literacy and numeracy, rotating across stages.  - Facilitate joint planning and co-assessment activities within stages to ensure shared understanding of success criteria and benchmarks.  - Develop moderation folders at each level containing annotated exemplars, agreed criteria, and benchmark evidence.  - Launch the “Ideal Lesson” initiative:  Each stage group will co-design a model lesson in literacy and numeracy that exemplifies high-quality planning, teaching, differentiation, and assessment aligned with benchmarks.  - Staff will deliver and observe “Ideal Lessons” within and across stages.  - Following observations, teams will moderate and evaluate the lesson against benchmarks and reflect on the alignment between planned learning, observed teaching, and pupil assessment evidence.  - Schedule cross-stage and whole-school moderation opportunities for broader dialogue and vertical consistency.  - Provide CLPL on moderation best practice, evaluating learning evidence, and confident professional judgement. | Aug:  Moderation Lead  Terms 1–3:  All Staff / Moderation Lead  Sept – May:  Class Teachers / SLT  Term 1 & Term 3:  All Staff / SLT  Sept & Jan:  Moderation Lead | - All staff involved in designing, delivering, and evaluating “Perfect Lessons” for literacy and numeracy.  - Lesson observation and moderation notes show deeper professional dialogue and shared standards.  - Staff surveys indicate increased confidence in assessing against benchmarks and recognising achievement of a level.  - Moderation records reflect growing consistency of professional judgement across and within stages.  - Learners show improved clarity in learning intentions and feedback due to more consistent teaching approaches. |  |  |
| Learners will be active participants and experience a high quality, engaging and challenging curriculum through a variety of learning experiences. | - See Kilwinning Cluster Rationale and Cluster Plan  **Cluster Rationale:** | August ’25-June’26 | - Staff and learners will be able to measure progress in skills development through use of Deep Learning rubrics.  This has not previously been measured therefore baseline data is not available  - P5-7 learners will begin to document their own achievements through the use of ‘My World of Work’ new Achievements section  Leuven Scale to observe and record pupil engagement once per term (random pupil sample).  - Aim to see 20% improvement from August 25 to June 26. |  |  |
| Learners will receive consistent high quality teaching and learning experiences from staff who are continually striving to improve practice and pedagogy within Corsehill Primary School. | - All class teachers will receive Professional Learning in ‘New Pedagogies for Deep Learning’. | August ’25-June’26    Cluster DHTs | - Pre and post intervention data will evidence an improvement in teacher confidence and skills.  - Learner responses will demonstrate an increase in those who find learning exciting and fun; those who know the skills they are learning and why and learners who know their learning targets and how to achieve them. |  |  |
| Learners will experience a curriculum that is rich in enquiry and skills based learning opportunities | - Deep Learning will become embedded into daily teaching and learning experiences   - Skills based learning and planning of high quality assessments will be a focus for all staff.  - Opportunities to develop skills through expressive arts will be increased through planning of interdisciplinary ‘Deep Learning’ |  | - Improvements in engagement in learning through ‘Deep learning’ will be evident through teacher observations  - Learner responses will demonstrate an increase in those who find learning exciting and fun; those who know the skills they are learning and why and learners who know their learning targets and how to achieve them.    - Skills will begin to be tracked across cohorts and across the curriculum |  |  |
| EYC  Children will benefit from high quality assessment and tracking with a focus on measurable outcomes and achievable goals for learning, achievement and wellbeing. | - Implementation of updated progression tracker for 3-5 room children. | Sept 2025 – June 2026  All staff | - Staff observations and professional judgment will support effective planning and tracking of children’s learning. |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Nicola Collins | | |
| **Carry forward:** | £26,087. | **Total Allocation:** | £69,120 | **Total:** | £95,207 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Improve attainment in literacy and numeracy across all stages | Learners will have access to high quality resources in school and at home to support the delivery of the curriculum | Pay licence fees for access to software and planning/assessment resources | Aug – Jun 26  All Teaching Staff | £7000 Phonics Bug, Bug Club Active Learn, Heinemann Active Maths, Sumdog, Seesaw | * Tracking data * Tracking dialogue * GL Assessments - PTE * Bug Club Assessments * Reading Running Records * Sumdog Assessments * SNSA – P1, P4, P7 |  |
| Improve attainment in numeracy and problem solving for learners | Attainment across cohorts P3, 4, 5 & 6 will increase.  Staff and pupil confidence will improve through support and guidance. | Implement new planners.  Develop consistency of learning and teaching. | Aug - Jun 26 | £3000 | * Attainment will rise through observations and quality assurance calendar. |  |
| Improve the health and wellbeing of the learners through Outdoor Learning and Food Technology | Learners will have access to high quality outdoor provision and increase understanding of farm to fork. | Purchase further outdoor resources as well as mobile cooking stations. | Aug – Jun 26 | £8000 | * Pupil feedback * Family engagement * Depth of learning science and HWB outcomes |  |
| Attainment in literacy and numeracy across all cohorts | Learners will receive individual / small group interventions to reduce barriers within literacy and numeracy | Employ Pupil Support Assistants to deliver talk boost, reading boost, number talk, 5-min box interventions | Aug – Jun 26  All Teaching Staff  PSA’s | £35366  1.7 FTE Classroom Assistant Grade 4 | * Pre and post assessments for Talk Boost and 5 Minute Box * Tracking data * Tracking dialogue * Clear planning and tracking system in place for PSA’s to use for interventions |  |
| Increase in attainment in literacy and numeracy across P3 and 4 | Learners will have additional access to a qualified class teacher to deliver intervention linked to literacy and numeracy. | Employ 0.2FTE class teacher | Aug – Jun 26 | £14,453 | * Pre and post assessments for literacy and numeracy * Tracking data * Tracking dialogue * Clear planning and tracking system in place |  |