



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Elderbank Primary, Early Years, Supported Learning and Enhanced Deaf Provision

Improvement Plan

2025-2026



Vision, Values and Aims

Vision

At Elderbank we grow and learn together; learners, staff, families and our local community, in a culture of mutual respect to enable all to thrive and reach their full potential in an ever changing and challenging world.

Values

Building our school community is a work of **ART...**

Acceptance

Respect

Teamwork

Aims

To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.

To encourage positive interactions and mutual respect.

To build a curriculum framework that recognises, supports and meets the needs of every child through appropriate, high quality active learning opportunities.

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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 – Deaf Learner - SMiLE Therapy Parental Engagement

Strategic Objective:

- Raising attainment in communication skills through targeted intervention.
- Improving parental engagement in learning, particularly for pupils, who are Deaf.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
5. Placing human rights and needs of every child and young person at the centre of education 4. Improvement in children and young people's health and wellbeing	3. Parent/carer involvement and engagement 2. Teaching and practitioner professionalism 4. Curriculum and assessment	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

Rationale for Change

Based on previous assessments and national guidance (HGIOS 4, NATSip, and the Scottish Attainment Challenge), targeted children require enhanced support in communication. Parental feedback shows a desire for more tools and guidance in supporting communication at home. SmiLE Therapy provides a structured and evidence-based programme that improves functional language and supports family involvement in learning.

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PRIORITY 1: Action Plan Deaf Learner SMiLE Therapy Implementation					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Children will demonstrate increased confidence and independence in real-life communication tasks.	Deliver SmiLE Therapy intervention for identified learners	Terms 1–3 SLT / ToDs	Pre/post intervention videos and CSC scores Attendance records, questionnaire results		
88Parents will report increased awareness and ability to facilitate communication learning at home.	Host two structured SmiLE parent workshops	Term 1 & 2 SLT / ToDs	Parent completion rates, home video evidence Call logs, qualitative parent feedback		
Strengthened partnerships between school and home will lead to improved learner wellbeing and progress.	Provide communication practice homework and video review tasks	Ongoing (post-workshop) ToDs	80% of targeted pupils will increase CSC scores in at least 3 areas. 75% of families will attend at least one SmiLE event and submit practice tasks.		BSL Training £300
	Conduct follow-up calls and drop-in sessions to support parental engagement	Terms 2 & 3 ToD	Feedback will show improved parental understanding and motivation (4+/5 rating on evaluations).		
	Present findings to SLT and Parent Council; share with local authority if impactful	Term 4 SLT / ToDs	Clear evidence of pupil generalisation of skills into wider community contexts.		
	Train additional staff member to ensure sustainability.				<i>£568 Smile Therapy Training</i>

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PRIORITY 2 Raising attainment in Numeracy

Strategic Objective:

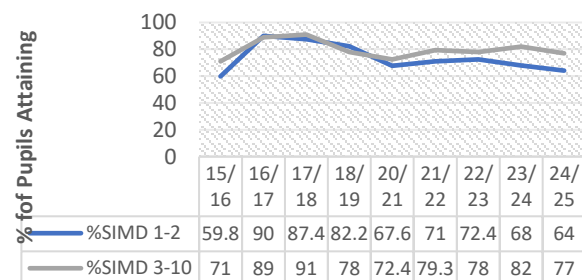
To raise attainment in numeracy and mathematics through consistent approaches in planning, assessment and the delivery of strategies within the classroom and Early Years.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy Choose an item.	2. Teaching and practitioner professionalism 5. School & ELC improvement Choose an item.	1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	1.3 Leadership of continuous improvement 3.3 Learning, teaching and assessment 3.1 Plan and learning

Rationale for Change

Numeracy and Maths Attainment



In session 2023/24 we participated in a Numeracy Engagement project which targeted 60 families across 3 classes. The aim was for 50% engagement but we only achieved 25% engagement.

Staff feedback (94%) and focus meeting discussions indicate that planners/skills progressions require to be revised in line with NAC Numeracy and Mathematics framework.

Attainment over time indicates that there was a dip post COVID and we have been unable to recover this thus far. Current data shows a 3% decrease in attainment within numeracy since last session and an 8% decrease when compared to pre-Covid data.

Achievement of the numeracy milestones for pre-school children has declined from 79% to 48%.

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PRIORITY 2: Raising attainment in Numeracy Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Pupils will benefit from "Thinking Classroom" approaches leading them to better understanding and application of numeracy strategies.	<p>Maths Working Party to summarise the text "Building Thinking Classrooms in Mathematics" and provide staff with an "Elderbanks Toolkit" for the delivery of mathematics.</p> <p>Maths Working Party to launch the Elderbanks Toolkit alongside staff training in Thinking Classroom approaches.</p> <p>PLA Thinking Classroom training will be available to staff.</p>	<p>Maths Working Party Aug – Oct 2025</p> <p>Maths Working Party Aug - Dec 2025</p> <p>PLA CLPL Aug '25 – Jun '26</p>	<p>Peer observations (observation checklist for baseline and measure of improvement)</p> <p>SMT observations (observation checklist for baseline and measure of improvement)</p> <p>Pupil focus groups feedback</p> <p>Focus meeting professional dialogue</p> <p>ACEL data</p>		<p>Teaching Boards £1000</p> <p>0.4FTE Teacher £28,906</p> <p>PSA 1.75 hours per week £945.93</p>
Pupils will demonstrate improved pace and increased challenge within their learning through a differentiated curriculum delivered to meet individual learner needs.	<p>Introduction of new NAC mathematics planners in line with the current progression framework.</p> <p>Teaching staff will plan the delivery of the mathematics curriculum, utilising Thinking Classrooms pedagogy to improve differentiation, pace and challenge.</p>	<p>G. Caldwell August 2025</p> <p>Teaching Staff Aug '25 – Jun '26</p>	<p>Tracking data</p> <p>Summative/formative assessment</p> <p>Pupil focus groups feedback</p> <p>Focus meeting professional dialogue</p> <p>ACEL Data</p>		<p>Numeracy Resources £1003.71</p>

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			Mathematics moderation exercise		
Pupils will experience consistent pedagogical methods relating to the development of numeracy strategies, supported by effective use of manipulatives.	Delivery of staff CLPL with a focus on: Numeracy Strategies Use of concrete material Digital Technology Bar Modelling	Maths Working Party Aug '25 – Jun '26	Focus Meeting professional dialogue Pupil focus groups feedback Learning walks Peer observations SMT Observation Staff / pupil questionnaire feedback		

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PRIORITY 2: Raising attainment in Numeracy Action Plan (Early Years)

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Pupils will receive improved numeracy and mathematics experiences planned through play and targeted support to increase their attainment in numeracy and mathematics	Implement the North Ayrshire Numeracy Tracker to monitor and support pupil progress.	EEL SEYP DHT	Increased staff confidence in using the numeracy tracker (measured via surveys). Numeracy tracker data will demonstrate an increase in achievement		
	Plan and deliver high-quality numeracy activities aligned with early level benchmarks.	Key Workers EEL	Improved pupil attainment in numeracy milestones. Through staff observation children demonstrate increased confidence and independence in numeracy tasks		
	Increase opportunities for numeracy through daily routines, play-based learning, and cross-curricular links.	SEYP EEL Key Worker	Increased frequency and quality of numeracy activities observed through playroom observations and learning journal entries		
	Incorporate milestone-matched numeracy activities into the end-of-day routine to reinforce learning.	SEYP Key Workers			
	Provide targeted professional learning to increase staff confidence in using the numeracy tracker.	Mr Caldwell (PT) DHT EEL	Staff feedback confidence surveys report improved understanding and use of tracking tools		
	Strengthen transition processes to Primary 1 by aligning numeracy expectations and sharing attainment data.	EEL DHT	Enhanced transition readiness for Primary 1. Transition reports and Primary 1 feedback will identify an increase in numeracy confidence for the majority of pupils.		

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	Facilitate regular moderation and planning sessions to support consistent tracking and planning.	SEYP DHT EEL October 2025 December 2025 March 2026 May 2026			
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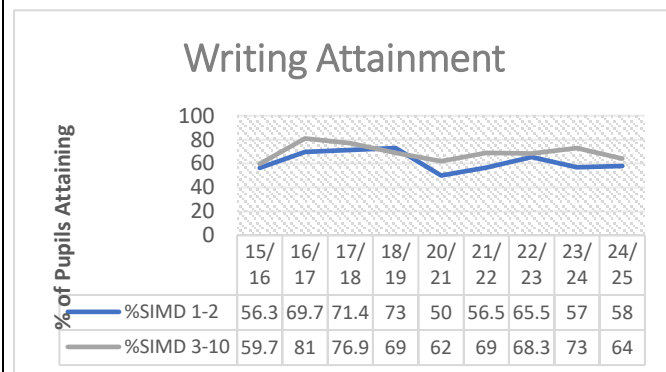
PRIORITY 3 - Raising attainment and improving consistency in writing for all pupils in Primary 1 to 7

Strategic Objective: Building staff confidence and capability in teaching writing and using national benchmarks.
Enhancing staff use of data to inform planning, track progress, and support learner achievement

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy Choose an item.	1. School & ELC leadership 4. Curriculum and assessment 6. Performance information	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.	Choose an item. Choose an item. Choose an item.

Rationale for Change



Attainment data and moderation discussions indicate variability in writing standards and a need for greater consistency in teaching approaches. Staff self-evaluations highlight a lack of confidence in delivering writing and setting appropriately high expectations. By introducing a structured “Daily Write” programme and supporting professional development in data literacy and benchmarking, we aim to improve attainment, pace, and challenge across all levels.

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PRIORITY 3: Action Plan Raising attainment and improving consistency in writing for all pupils in Primary 1 to 7					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Learners will show increased engagement, confidence, and attainment in writing.	Launch and embed "Daily Write" programme P1-P7	DHT – Mrs MacFarlane Terms 1–3	Pupil engagement, increased writing volume and quality to daily writing opportunity		£3200 for pupil activities to provide a stimulus for writing
	Deliver targeted CLPL on writing pedagogy and benchmarking standards	DHTs Mrs MacFarlane and Miss Roy Term 1 & 2	Staff surveys, moderation feedback, improved planning will demonstrate an increased understanding		DHT 0.2FTE 10 weeks £4,422
	Moderate writing across stages using national benchmarks	All staff Terms 2 & 3	Almost all teachers will demonstrate increased confidence in identifying pupil progress using benchmarks.		0.4FTE Teacher £28,906
	Establish termly writing assessments and data tracking discussions	SMT and class teachers Terms 1–4	Pupil writing assessment will be shared using learning journals to track progress. Data will be discussed as part of focus meetings and there will be a minimum of 5% increase in attainment.		
	Build staff capacity in using writing assessment data to inform teaching	SMT and Class Teachers Terms 2–4	Planning reflects accurate data analysis, and therefore increased attainment over time, increasing by a minimum of 5% at all stages from 2024-2025.		

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	Staff will reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners; actively seeking out and sharing good practice within and beyond the school.	All Class Teachers and Pupil Support Staff Terms 1-4			
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PRIORITY 4 – Meeting individual pupil needs through the SCERTS framework and Sensory Profiling

Strategic Objective: To embed and extend the use of the SCERTS framework in planning and assessment by developing sensory profiling tools, refining assessment practices, and strengthening collaboration with families, ensuring responsive support for the evolving needs of learners.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	2. Teaching and practitioner professionalism 4. Curriculum and assessment Choose an item.	2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement	Choose an item. Choose an item. Choose an item.

Rationale for Change

In session 2024–2025, staff initiated the development of planning and assessment practices using the SCERTS framework to better support autistic learners and those with additional communication and emotional regulation needs. As the learner profile continues to evolve, there is now a clear need to embed SCERTS more deeply into everyday practice and extend its application to meet emerging needs.

Focus meetings with staff have identified a gap in sensory profiling, which is essential for understanding and supporting learners' regulation and engagement. This need was further validated during the Local Authority review in April 2025, which highlighted the importance of consistent sensory assessment and planning.

Additionally, staff currently use a range of assessments that require refinement and alignment with SCERTS principles. There is a need to develop a coherent assessment framework that is accessible and meaningful to both staff and families. Sharing assessment outcomes with parents and carers will strengthen collaborative planning and ensure that support strategies are transparent and inclusive.

This change is necessary to ensure that planning and assessment are responsive to individual needs, promote inclusive practice, and support improved outcomes in social communication, emotional regulation, and transactional support.

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PRIORITY 4: Meeting individual pupil needs through the SCERTS framework and Sensory Profiling (Supported Learning)

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Learners will be provided with learning opportunities which support their communication and social interaction.</p> <p>Assessment data will be gained through SCERTS and Sensory Profiles to inform next steps in learning.</p>	<p>Staff who have received SCERTS training will cascade information to teachers and EYPs within the department focused on setting and evaluating targets.</p> <p>Staff will engage in collegiate sessions related to setting appropriate targets for each pupil and evaluating these targets.</p> <p>EYPs will work collegiately to ensure SCERTS visuals are used.</p>	<p>Terms 1-4 DHT PT All teachers All EYPs</p>	<p>Through staff questionnaires class teachers and EYPs will demonstrate increased confidence in using SCERTS in Action.</p> <p>Achievement of Literacy and Communication targets will continue to increase by a minimum of 3% through more focussed target setting for identified learners.</p> <p>Focus Meeting discussions will highlight a shared language and understanding of SCERTS in Action.</p>		<p>Software Licences – Learning Journals £500</p>
<p>Sensory Profile Assessments will ensure appropriate sensory supports are available for learners.</p>	<p>Training to be led by link Educational Psychologists for all staff.</p> <p>DHT and PT to observe examples of sensory profiling in other establishments within the authority and cascade good practice to staff.</p> <p>DHT, PT and development group to study sensory profiling examples to use within department.</p>	<p>Terms 1-4 DHT PT</p>	<p>Enhanced understanding of sensory needs across all classes will be demonstrated through reduced anxiety for pupils with sensory needs.</p> <p>Clear assessment information to inform staff of next steps for each individual.</p>		

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PRIORITY 5 – Improving Pupil attainment and achievement

Strategic Objective: To rebalance the curriculum to ensure consistent, high-quality learning in core areas, while embedding inclusive practices and progression pathways that meet the diverse needs of all learners, including autistic pupils.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 4. Improvement in children and young people's health and wellbeing	4. Curriculum and assessment 2. Teaching and practitioner professionalism 5. School & ELC improvement	2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Choose an item. Choose an item. Choose an item.

Rationale for Change

Recent parental and staff feedback has highlighted the need to review and refine our curriculum design to better meet the needs of all learners. Parents have expressed concerns regarding consistency in core learning experiences, while staff have reported that time allocated to personalisation, choice, and pupil leadership activities—although valuable—has inadvertently reduced opportunities for high-quality learning and teaching in core areas such as literacy and numeracy. This is further supported by data indicating a decline in attainment, particularly in writing and numeracy. Through ongoing moderation, it has become evident that there are inconsistencies in progression across stages, which may hinder pupils' ability to build on prior learning in a coherent and challenging way. Our learner profile continues to evolve. Every class now includes at least one autistic learner, and there has been a marked increase in the number of pupils requiring Outreach Support. This reflects a broader, more diverse pupil population with a wider range of needs. To address these challenges, we must:

- Ensure that curriculum planning prioritises depth, progression, and challenge across all stages.
- Rebalance the curriculum to safeguard core teaching time while maintaining meaningful opportunities for personalisation and leadership.
- Equip staff with strategies that meet the needs of all learners, including autistic pupils, drawing on national guidance such as *We Are Expecting You* and the CIRCLE resource.
- Build on the inclusive practices developed during session 2024–2025, ensuring they are embedded consistently and sustainably across the school.

This rationale underpins our commitment to providing a streamlined, inclusive, and high-quality curriculum that raises attainment and supports the success of every learner.

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PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Increased attainment in literacy and numeracy.	Redesign Medium-Term Planning to ensure depth, challenge, and progression in learning using existing progression frameworks.	September–November: Redesign MTPs. Termly: Plan and implement Mrs Young	Increase in number of learners meeting/exceeding expected CfE levels. Attainment data (standardised assessments, teacher judgment – Evidence in Learning journals		Software Licences – Learning Journals £1000
Learners experience deeper, more challenging, and progressive learning with a focus on the development of metaskills.	Introduce 3 high-quality, well-planned Interdisciplinary Learning (IDL) projects per year, linking to literacy and numeracy outcomes. Include opportunities for pupil leadership in the planning and implementation.	Terms 1 – 3 Plan and implement 1 IDL per term. Lead: DHT	Improved quality of planning documents (measured through SMT audit). Review of planning for progression and challenge through Focus Meetings Evaluations of IDL quality and impact.		Educational Supplies to support IDL and classroom organisation £1000
Improved engagement and outcomes for autistic learners.	Audit and adapt classroom environments using the CIRCLE resource to support inclusive and high-quality learning. Staff to participate in training to support positive relationships	August 2025–June 2026 September In-Service 2025	CIRCLE audit tool comparison (baseline vs follow-up). Learning walks and pupil voice will reflect increased pupil engagement		Staff training from Brian Donnelly on Building Positive relationships to improve pupil engagement £1000
	Implement strategies aligned with the “We Are Expecting You” initiative to meet the needs of autistic learners.		Feedback from autistic learners and families will reflect a positive impact and greater pupil engagement.		

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	Provide professional learning for staff on high-impact strategies in literacy, numeracy, and inclusive classroom design and curriculum planning.		Staff confidence and knowledge will demonstrate an increase (staff survey pre- and post-training).		
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PRIORITY 6 : Meaningful Parental Engagement in Early Years to increase attainment and achievement

Strategic Objective: To enhance early literacy and numeracy attainment by fostering meaningful parental engagement through structured weekly sessions, milestone-based home learning activities, and enriched learning environments, while addressing individual wellbeing needs identified through pre-admission and baseline assessments.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement	Choose an item. Choose an item. Choose an item.	3.3 Learning, teaching and assessment 4.2 Wellbeing, inclusion and equality 4.3 Children's progress

Rationale for Change

In 2024–2025, a reduction in milestone achievements and a rise in pupils with additional support needs—including those requiring personal care—highlighted the need for a more responsive and inclusive early years approach. Concerns from Health Visitors and staff reflect the growing complexity of the learner profile, while staffing pressures, including part-time EEL roles and increased support demands, have limited capacity for parental engagement and key worker interactions.

The shift to a 9–3 model has further reduced opportunities for staff training and planning. Parent feedback indicates a strong desire for more time with key workers and clearer communication about their child's progress. To address these challenges, we must rebuild family partnerships, implement a communication tool that tracks and shares progress meaningfully, and ensure staff are supported to meet the evolving needs of all learners.

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PRIORITY 6: Action Plan Meaningful Parental Engagement to increase attainment and achievement (Early Years)					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Improved attainment in early literacy and numeracy milestones through effective parental engagement, support and interventions	Launch "Marvellous Monday" weekly parent sessions to model literacy and numeracy strategies, share milestone activities, and promote home learning. Analyse pre-admission and baseline data; plan "Marvellous Monday" sessions	August 2025 Senior EYP EEL	Increased parental attendance and engagement in "Marvellous Monday" sessions. Improved attainment in early literacy and numeracy milestones. Positive feedback from parents on confidence in supporting learning at home. Reduction in wellbeing concerns flagged post-transition.		Software Licences – Learning Journals £500
	Develop and distribute Milestone Activity Packs aligned with early level benchmarks to consolidate learning at home and in nursery. Launch weekly sessions; distribute first Milestone Pack.	September 2025 Senior EYP EEL Key Workers	Attendance logs and feedback from parent sessions. Milestone tracking data (pre/post intervention).		
	Use pre-admission data and baseline assessments to identify health and wellbeing needs and tailor support plans accordingly. To agree on focus for parent groups	August 2025 – March 2026 DHT Senior EYP EEL Key Workers	Children demonstrate greater confidence and independence in literacy and numeracy tasks. Increased number of children achieving early level milestones from 2024-2025 data. Enhanced parental involvement in learning conversations and home activities.		

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	Embed literacy and numeracy-rich environments indoors and outdoors, with clear links to milestone activities which also support pupils with additional support needs.	On-going Senior EYP DHT Key Workers	Improved emotional regulation and social interaction within the playroom and outdoors based on the appropriate provision of learning activities Review of Individual Care Plans Observations and tracking of learning journals will demonstrate improved attainment and engagement.		
	Provide staff training on engaging families in learning and supporting early intervention in health and wellbeing.	Link Health Visitors NEST Team Educational Psychologist DHT EEL	Parent and staff feedback will demonstrate an increase in staff confidence and parental confidence in supporting their child(ren)		

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

PEF contact - HT or DHT with responsibility for the plan:		Gareth Caldwell (PT3) and Jacqueline Robertson (HT)		
Carry forward:	£1,994	Total Allocation:	£155,575	Total: £157,569.00

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Most pupils in Supported Learning have severe and complex communication needs, requiring regular therapeutic experiences to progress in this area.	Pupils in Supported Learning will benefit from a regular therapeutic experience designed to meet their physical, physiological and communication needs.	- Provide regular Rebound exposure for identified children within Supported Learning. Trained staff will facilitate this experience, recording achievement.	Terms 1-4 A. Bain S. Strang Trained Rebound staff Progress evaluated twice yearly	PSA 15 hours per week £8,107.97	Progression for each pupil in line with the Rebound programme. Increase in joint attention with adults facilitating Rebound. Increase in joint attention in class. Decrease in dysregulation. Increase in achievement of communication targets.	
Reduce the poverty related attainment gap in literacy and numeracy	Pupils will experience high quality, skills based, learning experiences in literacy and numeracy Pupils will demonstrate improved ability to apply key reading and numeracy strategies across learning	Provide bespoke interventions in literacy and numeracy for identified pupils Collegiate sessions will be offered with a focus on staff CLPL in key	PT/Pupil Support Staff Aug '25 - June '26 PT/DHTs/CTs	PT 3 £13,053 0.8FTE Class Teacher £57,812	Attainment data will demonstrate improvement in individual pupil progress and an overall reduction in the poverty related attainment gap. Staff Self-Evaluation, Focus Meeting feedback and Learning Walks will demonstrate that all staff have delivered high	

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	<p>and within real life contexts</p> <p>Learners will display increased confidence in their ability to articulate what they are learning, why they are learning it and what they need to do in order to be successful</p>	<p>aspects of numeracy and literacy skills progression</p> <p>CLPL in data analysis to improve planning and future assessment</p> <p>Pupils will be involved in the planning stages of their targets to identify and agree upon the focus of their learning</p>	<p>Aug '25 - June '26</p> <p>PT/ Pupil Support Staff / CTs</p> <p>Aug '25 - June '26</p>		<p>quality teaching experiences with a consistent skills based focus</p> <p>Focus meetings reflect that almost all pupils demonstrate increased awareness of personal targets and an improved ability in their knowledge of what they need to do in order to be successful</p>	
<p>Many learners, particularly those from disadvantaged backgrounds, lack access to safe and stimulating outdoor environments and require opportunities for positive physical activity outdoors</p>	<p>Learners with additional support needs or low classroom engagement often thrive in outdoor settings, which will improve focus in numeracy and literacy interventions</p>	<p>To consult with learners to identify appropriate outdoor equipment to promote positive play to increase physical activity and improve emotional wellbeing</p> <p>Outdoor Play CLPL to be delivered by Scottish Sports Futures</p>	<p>August 2025</p>	<p>£3,000</p>	<p>Staff questionnaires will reflect an increase in staff confidence in leading outdoor play. Pupil engagement will increase and be reflected in PASS surveys</p>	