



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Glebe Primary School
Improvement Plan
2026-2027



Vision, Values and Aims

VISION

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners to ensure that every child in our school is enabled to reach his/her full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

VALUES

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners through the school values of **Creativity, Kindness, Responsibility** and **Respect**.

AIMS

At **Glebe Primary** we aim to;

- *Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.*
- *Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.*
- *Equip children with the skills for life now and in the future.*
- *Promote education as an active partnership within school, with parents/carers and the wider community.*

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community.

Our self-evaluation is based on HGIOS 4 and North Ayrshire's Quality Improvement framework. We measure standards of quality by:

- Collecting a range of data and interrogating this.
- Making direct observations.
- Gathering relevant documentation.
- Obtaining stakeholders views.
- Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue shows the thematic areas under each priority which the service intends to focus on in the year ahead.



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School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

To raise attainment and improve learning outcomes for all learners by improving the quality and consistency of writing. We will strengthen learning experiences through languages, expressive arts and interdisciplinary learning, while enhancing STEM, mathematics and outdoor learning opportunities across the school.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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 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	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Choose an item. Choose an item. Choose an item.

Rationale for Change

Analysis of writing attainment data shows that while most learners are achieving expected levels (P1-7 average attainment 83.85% meeting national expectations), there remains a need to improve consistency in writing outcomes across stages and ensure sustained progression for all learners through a more coherent, whole-school approach aligned to the Stephen Graham model.

Self-evaluation and learner feedback also highlight opportunities to further strengthen learning through increased creativity, cultural learning and interdisciplinary approaches, including a light-touch introduction to Confucius Mandarin in Year 1 and continued development of Expressive Arts within IDL.

In mathematics, participation in the University of Glasgow STEM SPACE project will provide enhanced challenge and application for P5–P7 learners, supporting improvement in attainment, spatial reasoning and computational thinking.

Self-evaluation of STEM and outdoor learning provision identifies a need to strengthen consistency, progression and access to high-quality experiences across the school. Developing engaging STEM and outdoor learning opportunities will enable children to learn through practical, hands-on experiences, encouraging curiosity, creativity, problem-solving and collaboration. These approaches will make learning more active and meaningful, increase learner engagement and motivation, and provide greater opportunities for children to see the relevance of their learning beyond the classroom.

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PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will demonstrate improved attainment and greater consistency in writing across all stages, supported by a clear and shared pedagogical approach.	Implement a whole-school writing approach based on the Stephen Graham model, with professional learning for staff, shared planning, moderation and agreed writing progression pathways.	Lead: PT Participants: CTs & PSAs Timescale: Aug 26 – Jun 27 Inservice: - Aug 26 - Sept 26 - Nov 26 - Feb 27	- Improved writing attainment data, increased consistency in writing moderation and improved quality of learner writing samples, measured in November, February and May. - Staff SIP questionnaire will evidence an improvement in staff confidence and use of professional judgement to identify learners who are on or off track. - Increase writing attainment across P1, P4 and P7 by at least 4.8% (equivalent to two pupils), as measured through ACCEL data.		
Learners in P5 will benefit from a consistent, evidence-informed approach to reading through the implementation of the Big Cat Reading Scheme. This will support improved	Purchase and implement the Big Cat Reading Scheme across P5. Provide staff training to ensure a consistent understanding and application of the programme's phonological approach to reading and comprehension strategies. Embed the resource within daily	Lead: DHT Participants: P5 CTs & PSAs Timescale: Aug 26 - May 27	- Improved reading fluency, comprehension and phonological awareness, evidenced through PM Benchmarking, NGRT and ACCEL data. - Pre- and post-pupil survey results will measure changes in learners' confidence, enjoyment and engagement in reading.		£1061.01

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reading fluency, comprehension and phonological awareness, leading to increased confidence, engagement and attainment in literacy.	reading sessions to support progression in literacy skills.		• Increase reading attainment in P5 by at least 7.2% (equivalent to two pupils), as measured through ACEL data.		
P5–P7 learners will experience improved mathematical reasoning, spatial awareness and computational thinking through participation in high-quality STEM SPACE learning.	Participate in the STEM SPACE research project led by the University of Glasgow and North Ayrshire Learning Academy, delivering 16 structured mathematics lessons focused on problem-solving, spatial reasoning and computational thinking.	Lead: PT Participants: P5-P7 CTs * University of Glasgow partnership Timescale: Aug 26 – Dec 26	• Improved learner attainment in mathematical reasoning, spatial awareness and computational thinking, as evidenced through STEM SPACE pre- and post-assessments. • STEM SPACE pre- and post-assessments will identify improvements in mathematical skills and learner confidence in problem-solving.		
Learners will experience improved progression and consistency in languages learning through enhanced delivery of the 1+2 Languages approach.	Strengthen delivery of the 1+2 Languages strategy through improved planning, staff CLPL, increased staff confidence in delivery and more consistent opportunities for French and additional language learning across stages.	Lead: DHT Participants: CTs Timescale: Nov 26 – Jun 27	• Increased consistency in the delivery of 1+2 Languages, evidenced through planning, timetables, examples of learning across stages and staff SIP questionnaire data. • Pre- and post-pupil survey results, using P3–P7 focus groups in November and June, will measure changes in learners' confidence, enjoyment and engagement in language learning. • Increased evidence of progression in French and additional language learning through jotter and work sampling, alongside staff SIP questionnaire data.		

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P4–P7 learners will experience richer and more engaging interdisciplinary learning through enhanced opportunities for creativity, cultural awareness and self-expression, with links to the Expressive Arts and a light-touch introduction to Confucius Mandarin.	Develop a new IDL theme based on a specific decade, incorporating relevant Expressive Arts Experiences and Outcomes, alongside opportunities to explore aspects of Chinese language and culture through Confucius Mandarin. Provide meaningful, creative and culturally enriching learning experiences across stages.	Lead: PT Participants: CTs Timescale: Jan 27 – Jun 27	• Pre- and post-pupil survey results, using P4–P7 focus groups in January and March, will measure changes in learners' enjoyment, creativity, cultural awareness and engagement in IDL, alongside increased participation in creative and collaborative learning activities. • Evidence from learner work, the IDL showcase/assembly and staff SIP questionnaire data will demonstrate increased opportunities for creativity, self-expression and cultural learning.		
Learners will experience enhanced STEAM and outdoor learning opportunities that promote engagement, skills development and real-world learning.	Provide a progressive programme of weekly STEAM or outdoor learning experiences, delivered by the NCCT teacher, to support skills development, learner engagement and the application of learning in real-world contexts.	Lead: NCCT Teacher & DHT Participants: All classes Timescale: Outdoor- Aug 26 Sept 26 Oct 26 Mar 27 Apr 27 May 27 STEAM- Nov 26 Dec 26 Jan 27 Feb 27	• Increased learner engagement and participation in STEAM and outdoor learning, evidenced through staff SIP questionnaire data. • Pre- and post-pupil voice survey results will measure changes in learners' confidence, enjoyment and engagement in STEAM and outdoor learning. • Improved progression in key skills, including collaboration, problem-solving, creativity and resilience, as evidenced through the STEAM/outdoor learning skills tracker and staff SIP questionnaire data.		

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Learners will benefit from consistent and equitable opportunities to develop core digital literacy skills, including keyboard use and basic computer functions, alongside creative digital learning experiences. This will support progression, confidence and independence across all stages.	Embed a structured digital literacy progression across all stages, with a clear focus on developing core skills such as keyboard use, typing accuracy, copying and pasting, file handling and basic navigation. Ensure learners have regular opportunities to apply these skills within both structured digital skills sessions and creative digital learning contexts. The programme will be supported by NCCT teacher (Digital Lead), who will provide targeted input and ensure consistency in skills development across stages. Maintain a balance between developing essential digital skills and providing opportunities for the creative use of digital technologies across the curriculum.	Lead: NCCT Teacher & DHT Participants: All classes Timescale: Aug 26 - Jun 27	- Improved learner confidence and competence in core digital literacy skills, including keyboard use, typing, copying and pasting, file handling and basic navigation, evidenced through teacher observations and staff SIP questionnaire data. Digital skills tracker results will identify improvements in learners' digital skills, confidence and independence. - Evidence from digital learning tasks, portfolios and pupil voice will demonstrate an increased ability to apply digital skills across a range of learning contexts.		
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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

To improve attendance, wellbeing, relationships, behaviour, equality and inclusion across the school through early intervention and strong partnerships with families and agencies. We will consistently use nurturing, restorative and inclusive approaches to support engagement, participation and positive outcomes for all learners.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
2. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in children and young people's health and wellbeing	3. Parent/carer involvement and engagement 5. School & ELC improvement 6. Performance information	2.4 Personalised support 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

HMIE recognised relationships and behaviour as excellent, reflecting a strong, nurturing culture across the school. This priority therefore focuses on sustaining this high-quality practice while ensuring greater consistency for new and developing staff through implementation of the updated authority Relationships and Behaviour Policy.

Attendance across the school remains positive at 93.67%, reflecting the school's commitment to promoting regular attendance and engagement in learning. School attendance analysis identifies that approximately 18% of learners currently attend below 90%, with a smaller number attending below 80%. While many absences are linked to individual circumstances, the data highlights the need for continued early intervention, targeted support and partnership working to reduce persistent absence and improve engagement.

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PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will experience a more consistent, nurturing and supportive approach to relationships and behaviour across all areas of the school.	The New Authority and Relationships and Behaviour Policy will be introduced and embedded through professional learning, restorative approaches, shared language and staged interventions. Whole-school expectations will be reviewed and reinforced through assemblies, class charters, visual displays and restorative conversations.	Lead: SLT Participants: All staff Timescale: Aug 26 – Jun 27 Nov 26 Inservice	- Improved consistency in staff approaches to relationships and behaviour, evidenced through learning visits, professional dialogue and monitoring. - Staff SIP questionnaire results will evidence improvements in staff confidence and consistency in implementing the updated Relationships and Behaviour Policy and restorative approaches. - Reduced incidents of behaviours of concern among targeted learners, alongside improved learner understanding of expectations, as evidenced through behaviour tracking and the annual pupil survey.		
Learners will feel safer, more included, and better supported in managing emotions, relationships, and behaviour.	Staff will use nurturing and restorative approaches, including emotional check-ins, restorative conversations and regulation strategies. Universal and targeted supports will be implemented for learners	Lead: DHT Participants: DHT, CTs, PSAs Timescale:	Improved learner wellbeing, safety and sense of belonging, evidenced through PASS data and the SHANARRI Wellbeing Wheel.		

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	requiring additional support with regulation, behaviour or emotional wellbeing.	Aug 26 – Jun 27			
Staff will develop increased confidence and consistency in supporting relationships, behaviour and wellbeing.	Professional learning will focus on trauma-informed practice, de-escalation strategies, restorative approaches, nurturing practice and inclusive approaches to support the implementation of the authority policy.	Lead: SLT Participants: All staff Timescale: Aug 26 – May 27 Nov 26 Inservice	Improved staff confidence and consistency in implementing school and authority policy and using nurturing, restorative, trauma-informed and inclusive approaches, evidenced through the staff SIP questionnaire.		
Learners experiencing attendance barriers will attend school more regularly, leading to improved continuity of learning, engagement and participation. Our stretch aim is to reduce the percentage of learners with attendance below 90% from 18% to 10% by June 2027.	Weekly attendance tracking and monthly pastoral meetings will identify concerns at an early stage using agreed thresholds (90%, 85%, 80% and below 75%). SLT and staff will implement targeted interventions, personalised attendance plans, child-centred attendance conversations and regular monitoring.	Lead: HT Participants: DHT, CTs, PSAs and EBAs Timescale: Aug 26 – Jun 27	Monthly attendance data will be compared with the baseline to monitor progress and identify trends for individual learners and targeted groups. - A reduction in the percentage of learners with attendance below 90% from 18% to 10% by June 2027, as measured through school attendance data. Improved attendance for learners in SIMD 1 and 2, care-experienced learners and other targeted groups, supporting equitable access to learning.		
Learners at risk of persistent absenteeism will experience improved wellbeing, inclusion and	A positive attendance culture will be promoted through assemblies, class discussions, pupil voice activities, recognition systems and wellbeing support. Learners	Lead: HT Participants: DHT, CTs, PSAs and Partners	Termly pupil conversations with learners at risk of persistent absenteeism will identify changes in wellbeing, inclusion, belonging and engagement. Teacher observations and attendance data will		

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engagement in school life.	experiencing attendance barriers will also be encouraged to participate in clubs, leadership opportunities, wider achievement activities and school events to strengthen their sense of belonging and inclusion.	Timescale: Aug 26 – Jun 27	also be used to identify whether the support is having a positive impact. Increased participation among targeted learners in wider school life, including clubs, leadership opportunities, wider achievement activities and school events, evidenced through participation and intervention tracking.		
Staff will develop increased confidence and consistency in supporting attendance, wellbeing and inclusion.	SLT will use appropriate checklists and surveys to identify the underlying reasons for a learner's absence and use this information to provide targeted support tailored to their individual needs.	Lead: DHT Participants: CTs & PSAs Timescale: Aug 26 – May 27 Sept 26 Inservice	- Improved staff confidence and consistency in identifying and responding to barriers to attendance and wellbeing, evidenced through the staff SIP questionnaire. Attendance and wellbeing tracking will demonstrate increased use of appropriate early intervention and targeted support for learners experiencing barriers to attendance.		

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PRIORITY 3: Building a self-improving service

Strategic Objective:

To strengthen leadership at all levels and embed a culture of continuous improvement through high-quality self-evaluation, professional learning, moderation, and collaborative working, leading to greater consistency in learning, teaching, assessment and attainment for all learners.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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 2. Closing the attainment gap between the most and least disadvantaged children and young people	1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement	Choose an item. 1.1 Self-evaluation for self-improvement 1.3 Leadership of change	Choose an item. Choose an item. Choose an item.

Rationale for Change

Self-evaluation and quality assurance activities highlight the need to further strengthen consistency in learning, teaching, assessment and progression across the school. Strong practice is evident and attainment data for June 2026 shows generally high levels of pupils on track across key areas including; Listening & Talking (93.7%), Reading (86.6%), Writing (83.85%), and Numeracy & Maths (83.46%) across the school. However, the variation between stages and curricular areas indicates inconsistency in progression and achievement, particularly in Writing and Numeracy at certain stages, reinforcing the need for continued improvement in moderation, shared standards and professional collaboration.

Analysis of attainment and tracking data identifies specific areas for development. For example, Reading ranges from 71.42% to 97.72% on track across cohorts, Writing from 78.37% to 88.63%, and Numeracy & Maths from 75.00% to 90.62%, highlighting uneven attainment across stages. This supports the need for a more coherent whole-school approach to numeracy progression through the development of a new maths pathway. In writing, moderation activities have further highlighted the importance of continued cluster collaboration to strengthen shared standards and improve the consistency of teacher professional judgement.

Staff feedback and professional dialogue also identified the value of protected time for self-evaluation, reflection and professional learning to support continuous improvement and leadership at all levels. These findings align with quality assurance evidence which emphasises that while outcomes are strong overall, consistency of experience and attainment across stages remains an area for ongoing development.

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PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will benefit from improved progression and attainment in numeracy through a coherent, structured maths pathway.	Develop and implement a new whole-school maths pathway, ensuring clear progression, consistent approaches to teaching numeracy and a shared understanding of benchmarks and progression across stages.	Lead: Numeracy Lead Participants: CTs Timescale: Aug 26 – Dec 26	- Improved attainment in numeracy and increased consistency in planning, teaching and assessment across stages, evidenced through tracking data and moderation activities. - Staff SIP questionnaire will show increased confidence in using the new maths pathway and applying agreed approaches to progression and assessment. - Comparison of numeracy attainment data with the June 2026 baseline will identify improvements in targeted stages and areas of learning.		

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Learners will experience more consistent and high-quality learning, teaching and assessment across all stages through clearly defined expectations and shared standards of practice.	Develop and implement “must cover” learning, teaching and assessment expectations for numeracy and maths across Early, First and Second Levels, ensuring consistency in core pedagogy, progression and assessment approaches across the school.	Lead: Numeracy Lead Participants: CTs Timescale: Aug 26 – Dec 26	• Staff SIP questionnaire results will show improved consistency in learning, teaching and assessment across Early, First and Second Levels. This will be evidenced through learning visits, planning and moderation. • An assessment calendar will be aligned with tracking and reporting to parents and carers, ensuring a consistent approach to assessment and reporting across stages.		
Learners will experience greater consistency and accuracy in writing standards across the school.	Engage in cluster moderation (P1- S1) activities for writing to ensure shared standards, improve teacher judgement and strengthen progression pathways across stages and levels.	Lead: PT Participants: CTs, Cluster Schools Timescale: Cluster Inservice Nov 26 Feb 27	• Improved consistency and accuracy in professional judgements in writing, evidenced through cluster moderation activities and comparison of moderated learner work. • Pre- and post-moderation feedback and staff SIP questionnaire results will identify changes in staff confidence in applying national standards and making professional judgements.		

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			• Comparison of writing attainment and moderated learner writing samples in November, February and May will identify improvements in consistency and quality across stages.		
Learners will benefit from improved learning experiences through stronger professional reflection and quality assurance processes.	Allocate structured time for staff self-evaluation, professional dialogue and collaborative reflection focused on improving learning, teaching and assessment across all curricular areas. Introduce staff data clinics to support the shared analysis of learner progress and enable colleagues to identify trends, share effective practice and plan targeted interventions.	Lead: PT Participants: CTs Timescale: Aug 26 – Jun 27	• Staff SIP questionnaire results will show improved staff confidence and engagement in self-evaluation, professional reflection and identifying areas for improvement. • Staff SIP questionnaire will show improved confidence in analysing data, evaluating practice and identifying appropriate next steps. • Quality assurance and school improvement evidence will demonstrate increased consistency in practice and identify measurable improvements in learning, teaching and assessment.		

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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:				Kirsty Rolfe DHT		
Carry forward:	£1585.00	Total Allocation:	£80850.00	Total:	£82435.00	
Note: The PEF Teacher post contributes to both Priority 1 improvement activity and targeted poverty-related interventions detailed within this plan. The cost shown represents a single post and has not been duplicated.						
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?
Several P1 pupils are experiencing barriers to learning due to Additional Support Needs, including ASD, speech and language delays, and difficulties with regulation, attention and transitions. Many pupils require	- Pupils will demonstrate improved engagement in classroom learning activities. - ASN pupils will access learning tasks with increased independence and reduced adult prompting over time. - Improved regulation and readiness to learn, particularly during	The PEF-funded PSA (5.5 hours per week) will provide targeted support for identified P1 pupils experiencing barriers to learning, including difficulties with communication, regulation, attention, engagement and transitions. Working alongside class teachers and support staff, the PSA will deliver	Lead: DHT Participants: PSA & CTs Timescale: Aug 26 – Mar 27	PEF PSA (5.5 hours per week): £3,311.64 Targeted classroom support for identified P1 pupils experiencing barriers to learning, including ASN-related needs affecting engagement, participation, regulation and access	Increased time on task for ASN pupils (tracked through observation records). Reduction in disruptive incidents or disengagement behaviours. Improved ability to transition between activities with reduced adult support.	

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high levels of adult support to access learning, maintain engagement and participate in early literacy and numeracy activities. These barriers are more prevalent in SIMD 1&2 pupils, which could contribute to an early attainment gap.	transitions and structured tasks. - Increased participation in early literacy and numeracy activities. - Improved ability to follow routines, instructions, and complete short tasks.	individual and small-group support, implement agreed strategies and routines, and use visual supports and structured approaches to increase participation and independence. The PSA will support learners to access literacy and numeracy activities, manage transitions successfully, and develop the skills required to engage positively in classroom learning.		to literacy and numeracy.	Engagement scales showing improved participation in learning. Teacher and PSA observation records showing increased independence. ASN pupils demonstrating progress in Early Level outcomes over time.	
While overall attainment data shows no significant attainment gap, there is a need to ensure that all learners, including those from SIMD 1 and 2 backgrounds and those requiring additional support, continue to make sustained progress and maintain high attainment in literacy and	- All pupils to maintain or improve attainment in reading, writing and numeracy. - Learners demonstrate increased depth of understanding and confidence in core skills. - Pupils identified through tracking data make accelerated progress where required. - Improved reading fluency, comprehension and vocabulary use.	The PEF-funded Teacher (22.5 hours per week) will provide targeted literacy, numeracy and health and wellbeing support across P1–P7 for identified learners: - Team teaching - In-class support - Small-group intervention - PM Benchmarking - Lunchtime Club - Targeted Health and Wellbeing support Targeted H&WB support using the My World Triangle, PASS data and	Lead: DHT Participants: PEF CTS Timescale: Aug 26 – Mar 27	PEF Teacher (22.5 hours per week): £75,450.96 Shared PEF-funded post providing targeted support to learners affected by poverty-related barriers through literacy, numeracy and health and wellbeing support/intervention, team teaching and in-class support.	Sustained or improved attainment in reading, writing and numeracy, evidenced through tracking and pre- and post-assessment data. Increased confidence, engagement and independence in learning, evidenced through teacher observations and pupil voice. Improved learner wellbeing and identification of barriers to learning, evidenced through My World Triangle, PASS data	

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numeracy. Some pupils require targeted support to secure and deepen core skills in reading, writing and numeracy to ensure consistency of attainment and prevent any emerging gaps over time. Some learners also experience wellbeing, emotional or social barriers which can affect their engagement, attendance, relationships and readiness to learn. Targeted Health and Wellbeing support will help identify and address these barriers at an early stage.	- Improved writing stamina, structure and accuracy across genres. - Improved numeracy skills including number processes, mental strategies and problem-solving. - Increased confidence, independence and engagement in learning. - Learners experiencing wellbeing or emotional barriers receive targeted support to improve wellbeing, relationships, engagement and readiness to learn. - Learners demonstrate improved wellbeing through increased awareness of their needs, strengths and available supports.	SHANARRI Wellbeing Wheels to identify needs, strengths and barriers to learning. Assessment data, tracking information, wellbeing information and professional judgement will be used to identify learners requiring additional challenge, reinforcement or targeted support. Intervention will focus on improving literacy, numeracy or health and wellbeing outcomes while promoting learner confidence, engagement, independence and wellbeing.			and SHANARRI Wellbeing Wheels. Increased staff knowledge and understanding of identified learners' wellbeing needs, enabling more targeted support and appropriate interventions. Ongoing tracking will demonstrate expected or better than expected progress for identified learners.	
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