

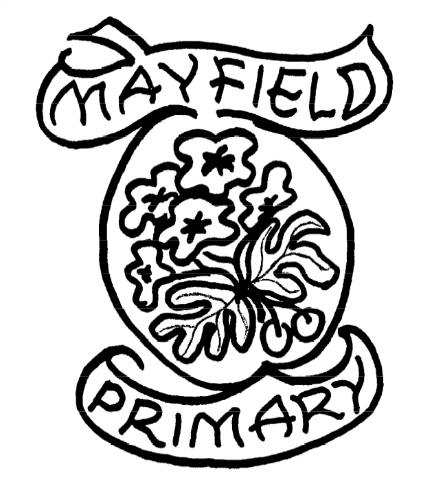
**Education Service**

**Mayfield Primary School and Early Years Class**

**Improvement Plan**

**2025-2026**



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**Vision, Values and Aims**

**Our Vision**

Working within a safe, secure and caring school, we aim to provide all pupils with challenging, broad and engaging learning experiences that promote creativity, curiosity, and encourage a high level of success and achievement. This will lead to excellence and quality in their education.

**OUR VALUES**

* TEAMWORK
* RESPECT
* ACHIEVEMENT
* INCLUSION AND EQUITY
* NURTURE

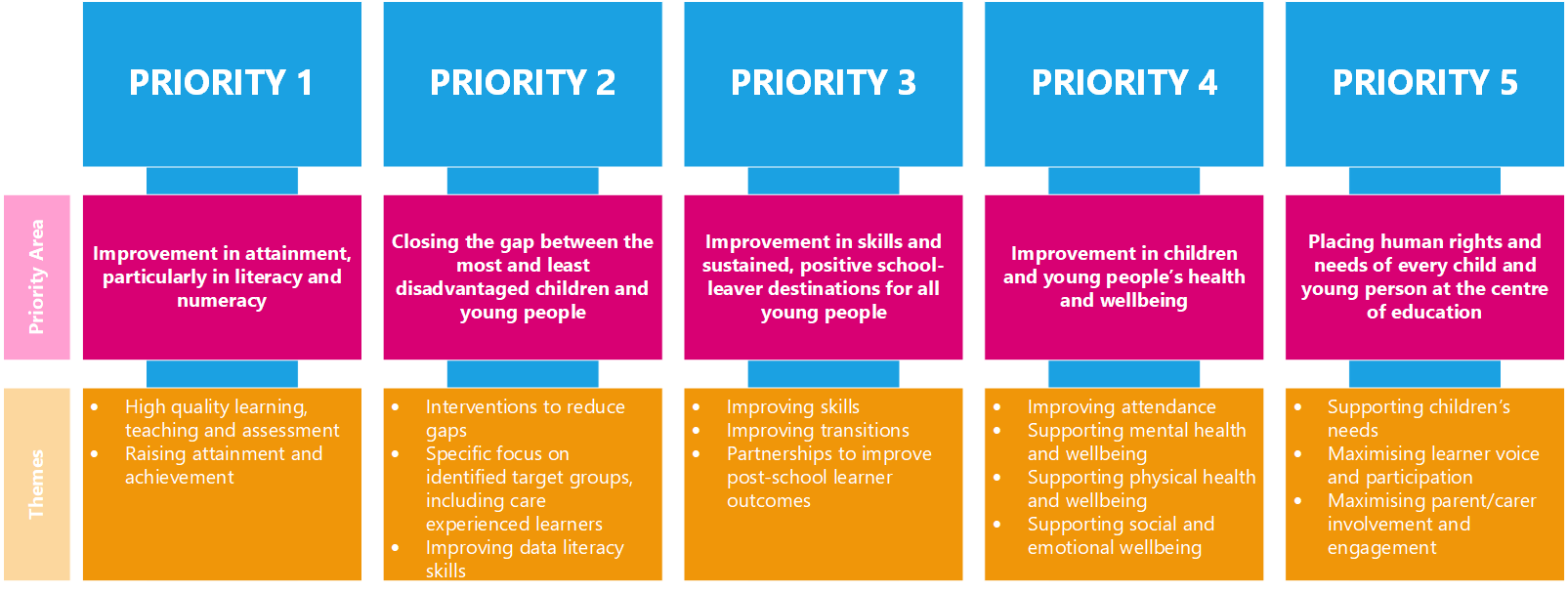
**OUR AIMS**

In Mayfield Primary School & Early Years Class we aim to:

* Work as a team, take care of one another, and like the fact that we are all different.
* Behave respectfully towards others.
* Be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
* Celebrate our achievements, aim high, have a “can-do” attitude.
* Enjoy learning, ask lots of questions and be encouraged to think for ourselves.
* Learn about our world and how we should care for it to make it a better place through sustainable learning experiences.
* Learn interesting things, visit interesting places and share what we have discovered with our parents and community.
* Work with our families and partners in the community to help us be the best we can be.
* Provide opportunities for staff and pupils to take on leadership roles and be involved in decision-making to improve our school.

**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** | | | |
| **Strategic Objective:**  Staff will provide a high-quality curriculum that will both engage and meet the needs and interests of all pupils. Learners will feel empowered to lead their learning and make change in their school. | | | |
| **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 | 4. Curriculum and assessment  5. School & ELC improvement  6. Performance information | 1.2 Leadership of Learning  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | Choose an item.  Choose an item.  Choose an item. |
| **Rationale for Change**  Through pupil voice and evidence collected through quality assurance processes, children are in need of more current resources to reflect their ever changing world. Through these changes, staff will have a more accurate understanding of the needs of their pupils. | | | |

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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 feel more motivated and will benefit from teaching experiences based on PM Reading resource, which is more current and relevant to their life experiences.  New Learning and Teaching approaches to Reading blocks and more responsive reading groupings will match their needs and fill gaps in their learning.  Assessment data (ACEL) will be more accurate and learners will be more aware of their level and next steps.  Learners will feel more confident in leading their own learning by being aware of their current reading level and what they need to do for their next step (learning targets).  Learners will have the opportunity to demonstrate their new understanding of reading to their parents/ carers.  Learners will be motivated when staff share progress and assessment results through learner conversations and using evaluation information and assessment data. | CLPL will be provided by PM staff.  Staff reading working party will be created to launch this across the whole school  Staff will use CLPL training to adapt their teaching approaches accordingly and to ensure the needs of all pupils are being met.  Staff attainment meetings will show increased staff confidence in teacher professional judgements.  Already established, Reading Champions will now focus on helping to deliver the new resource.  Every pupil will be aware of their reading target and what they can do to achieve this.  All classes will deliver a reading showcase to their parents/ carers.  Parents, staff and pupils will share their views on what has been successful and any changes that have to be made. | PM Staff – Mark Thomson  Lorna Anderson (Early), Melanie McCracken (First) and Sharon Robertson (Second)  5 x sessions between Aug 2025 🡪 Jan 2026  1x each term 25🡪26  All pupils.  Targets reviewed termly in class and SLT to meet with Reading Champions and a sample of pupils from each level (Dates as per quality assurance calendar).  Sharing with Parents led by CTs and all pupils – dates throughout 25🡪26.  End of term 3 25🡪26 | Staff pre-evaluation identifies staff’s current interpretation of learning and teaching of Reading approaches and their pupil’s attainment against national expectations.  Pupil pre-evaluations identifies feelings and views on current learning, teaching and assessment approaches of Reading.  Post evaluations and HGIOURS comments from planning meetings with SLT, will show positive progress.  Attainment data will show that all children are making progress and more children are meeting/ exceeding national expectations.  Pupil voice and school attainment data will show positive changes from August 25 🡪 April 2026, to reflect the success of this approach.  Parents will complete an exit pass to share their opinions and views on the Reading showcase. Exit pass questions will link towards the achievement of this improvement priority.  Staff post-evaluation identifies success derived from moderation events, increased staff confidence in TPJ and greater use of CLPL training.  Pupil post-evaluations identifies feelings and views on new learning, teaching and assessment approaches of Reading. | Classroom observations and moderated samples of work will show increased pupil confidence in daily reading tasks and lessons.  ACEL data, attainment meetings, planning for assessment and teacher professional judgements will demonstrate a more accurate picture of our Reading data across the whole school.  Children will speak confidently about attainment linked to National Expectations and can identify their own next steps in learning.  Exit passes will be collated and shared with staff to inform next steps.  Classroom observations, ACEL data and moderated samples of work will show increased pupil confidence in daily reading tasks and lessons, and will inform us of next steps for session 26🡪27. | £12312 |
| Learners will be engaged and motivated by ICT to enhance their proficiency in Numeracy and Maths skills. | SumDog will be used as a diagnostic assessment at least twice (as per quality assurance calendar) during academic session.  Using assessment information, SumDog will be used to target identified areas for improvement for each pupil. | Beth  3rd September 2025: Staff Development 1  All staff  Term 1 🡪 | Staff will setup a pre-assessment diagnostic and data will inform next steps. Post-assessment and mid-term topic assessments will show impact of this approach.  Every pupil will be aware of their numeracy learning target and what they can do next to achieve this.  Attainment data will be more accurate as staff have more data-informed evidence to moderate progression through a level. | SLT will meet with a sample group from each level to inform effectiveness of this approach.  Pre and post data will show if pupils have increased confidence in leading their own learning. |  |

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| **PRIORITY 2** | | | |
| **Strategic Objective:**  Staff will have clear and shared expectations of the Progression through a Level and will be able to make confident professional judgements based on a range of assessment data. | | | |
| **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 | 4. Curriculum and assessment  5. School & ELC improvement  2. Teaching and practitioner professionalism | 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**  This was informed by the evidence gathered through our Quality Assurance process and staff moderation sessions during which we found that teacher professional judgements still vary from level to level. An NAC re-structure of how P&A data is gathered and changes to curriculum progression planners last session will give us the opportunity to explore P&A in a more accurate and detailed way. | | | |

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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 £* |
| Learners will benefit from teaching experiences that match their needs and fill gaps in their learning.  Learners are more aware of the level that they are progressing through and what they need to do to achieve that level.  Learners make very good progress in their learning. | By May 26, all practitioners will have engaged in a series of Curriculum Clinics - moderation activities where expectations of a level have been fully explored, taking account of;   * Planning for Assessment evidence * Knowledge, understanding and skills * Application * Benchmarks * NAC Stretch Aims and Attainment over Time * A variety of assessments including standardised assessments   These expectations are shared with learners. | By Oct 25  Numeracy & Maths  R. Hall  B. Stewart  C. Kerr  By Feb 26  Writing  J. Muir  C. Murray  L. Reid  By March 26  Reading  L. Anderson  M. McCracken  S. Roberston  By April 26  Listening & Talking  F. Keegans  L. McRonald  E. Hume  C. Montgomerie | Pre and post practitioner evaluation will demonstrate:   * Increased practitioner confidence in sharing practice and moderation * Improved practitioner confidence in robust, accurate teacher professional judgements   Pre and post pupil evaluation will demonstrate:   * Increased understanding of national expectations and their progress through a level in literacy and numeracy.   Attainment data shows an increase in learners who are meeting / exceeding national expectations. | During moderation activities and at attainment meetings staff confidently make and justify their professional judgements based on a variety of assessment data, including standardised tests.  Classroom observations show evidence of quality learning and teaching, differentiated to meet the needs of all learners.  Classroom observations and learning chats show evidence that learners have a clear understanding of their learning goals, attainment level and next steps to achieve the level.  Data shows a positive trend for attainment over time. |  |

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| **PRIORITY 3** | | | |
| **Strategic Objective:**  To ensure we provide a relevant curriculum that will engage, motivate and meet the needs and interests of all pupils at Mayfield Primary School and Early Years Class. | | | |
| **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* |
| 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 | 1.3 Leadership of change  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **1.3 Leadership of continuous improvement**  **4.2 Wellbeing, inclusion and equality**  **3.1 Plan and learning** |
| **Rationale for Change**  Evidence gathered from; class observations, data analysis, STINT, P1 transitions and attainment meetings, shows that there is a need for ensuring our curriculum, and adaptive approaches to Learning and Teaching, meets the changing profile of need of the pupils at MPS and EYC. | | | |

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| PRIORITY 3: 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 £* |
| Pupils will be able to speak confidently about UNHCR Rights and their impact on learning | Reformation of Rights Respecting Schools Group to relaunch Rights at Mayfield and aim to achieve Silver status | June 25🡪June 26  L. Anderson | Evidence will include;  Assemblies, Right of the Fortnight, UNICEF events, Rights tags on displays, Class Charters/ school community charters, Seesaw evidence and pupil/staff/parent questionnaires  Achievement of Silver RRS status | Professional dialogue with staff, observations of their interactions and teacher plans & evaluations will demonstrate impact of RRS.  Success in gaining RRS Silver award status will demonstrate progress. |  |
| Learner voice will be maximised through greater opportunities for pupil participation | Reintroduce Thinking Teams/ Learning Leaders (re-named by pupils Term 1 25).  Use the HGIOURS framework throughout the school session to get relevant pupil feedback. | Term 1 and Term 4 25🡪26  R. Hall/ All CTs | Each Thinking Teams’ rationale and vision will be analysed to ensure impact on the whole school community.  Analyse comments and views from HGIOURS meetings and see improvements in actions and suggestions. | Feedback from pupils leads to meaningful and sustainable change. Learners talk more confidently about leading their learning and the impact it has. |  |
| Learners will benefit from teaching experiences/approaches that match their needs and will make sustained and improved progress through being more engaged in their learning. | Fiona McArthur to deliver, ‘We Were Expecting You’ presentation to all staff  Staff will set relevant learning and teaching targets for themselves based on, ‘We Were Expecting You programme.’ | 22/09/25 – In-Service Day 2. Ed. Psych.  By 🡪Nov 25  Teachers and EY staff. | Audit analysis will highlight areas for improvement.  Classroom observations focussed on audit analysis show strategies and approaches from WWEY programme, being implemented and becoming impactful and sustainable. | Feedback from TAC meetings, positive experiences in class, observations and progress in SCERTS and STINT plans, neurodivergent learners are able to spend more meaningful time in class, achieving their learning targets. |  |
| All teachers and EYC staff will carry out, The Circle Inclusive Classroom Scale (CICS) and make adaptations to classroom environments.  Teachers and EYC staff carry out Circle Participation Scale (CPS) with select learners in their class. They will analyse results and consider adaptive approaches to their learning and teaching to suit the needs of selected children. | By 🡪Oct 25  Teachers and EY staff.  By 🡪Dec 25  Teachers and EY staff. | Analysis of the environment in every classroom; Physical, Social and Structures and Routines will identify areas for improvement specific to their classroom and to the needs of their pupils.  Classroom observations focussed on audit analysis show impact and changes in practice.  Audit analysis will highlight areas for improvement.  Classroom observations, focussed on audit analysis, show adaptive approaches being tried and impact of their implementation discussed with staff and pupils where relevant. | Data shows a positive trend for attainment over time.  Classroom and playroom observations show almost all children engaged in their learning.  Classroom and playroom observations show evidence of quality learning and teaching, differentiated to meet the needs of all learners. |  |
| Learners will be motivated by parents being part of their learning through increasing Parent/Carer involvement and engagement. | Issue H.G.I.O.S. surveys to gauge parent/carer opinion in school and EYC  Each class will invite all parents to a Sharing Learning Session  NEST groups for targeted Parent/Carers  BPR groups/workshops for targeted parent/carers | Oct 25  D. Faulds  At least 1 event throughout 25🡪26  Termly 25🡪26  D. Faulds/ J. Cassidy  Termly 25🡪26  J. Cassidy | Results of surveys will be analysed and acted on main messages – ‘you said we did.’  An exit pass from these sessions will show that parents/carers have greater involvement in their child’s learning.  Pre and post evaluations will show that parents and carers will be more confident in using strategies suggested with their children. | Feedback from Parent/Carers is positive. Parents feel they are being listened to and there is a positive trend in more parental engagement.  Feedback from Parents/ Carers, improved attendance and attainment data will show that workshop strategies are having a positive impact. |  |

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| **PRIORITY 4 (Cluster)** | | | |
| **Strategic Objective:**  By looking outwards through cluster moderation, Mayfield staff will have a shared understanding and clear expectations of what a quality lesson looks like. | | | |
| **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  Choose an item. | 2. Teaching and practitioner professionalism  4. Curriculum and assessment  5. School & ELC improvement | 1.3 Leadership of change  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | Choose an item.  Choose an item.  Choose an item. |
| **Rationale for Change**  Through observations, professional dialogue and monitoring of planning and assessment, we can see a need to improve staff confidence and create greater consistency of QI 2.3 across the cluster. | | | |

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| PRIORITY 4: 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 experience improved learning and teaching experiences. | Moderation of Teaching and Learning Policies across the cluster to identify best practice and plan for improvement. | **28th August 2025, Cluster HTs** | Cluster HTs have a shared understanding of key components of “Very Good” policy and practice in QI2.3. |  |  |
| Moderation of Quality Assurance of QI2.3 across the cluster to share expectations to support a move from “Good” to “Very Good. | **28th August 2025**  **Cluster HTs** |  |  |
| Design a cluster moderation task about what makes a “Good” lesson “Very Good”. | **September 25**  **Cluster HTs** |  |  |
| Professional dialogue task in individual schools to develop staff understanding about what makes a very good lesson. | **Term 1**  **HTs** | Staff talk knowledgeably about “Very Good” practice and high quality delivery of learning and teaching through professional dialogue and associated paperwork.  Quality Assurance and self-processes demonstrate some progress towards a “Very Good” illustration.  Teacher QI2.3 self-evaluation demonstrates increased confidence in focus areas. |  |  |
| Cluster stage discussion and showcase around “very good” pedagogy based on child led learning. | **25th November 25**  **Cluster HTs** |  |  |
| Programme of cross cluster stage visits based on professional dialogue and highlights of practice (Pedagogy). (3hr) | **Dec ’25 – Feb ‘26**  **Facilitators** |  |  |
| Stage trios feedback and evaluation meeting of pedagogical practice visit. | **Dec ’25 – Feb ‘26**  **Facilitators** |  |  |
| Cluster stage discussion and showcase around “very good” adaptive teaching. | **10th February ‘26**  **Cluster HTs** |  |  |
| Programme of cross cluster stage visits based on professional dialogue and highlights of practice (Adaptive teaching). (3hr) | **Feb ’26 – April ‘26**  **Facilitators** |  |  |
| Stage trios feedback and evaluation meeting of adaptive teaching visit. | **Feb ’26 – April ‘26**  **Facilitators** |  |  |
| Trio professional enquiry project around high quality feedback, effective questioning, AifL, higher order thinking skills. (4hr) | **May ’26 – Sept ‘26**  **Facilitators** |  |  |
| Learners will experience improved progression learning and teaching experiences at 2nd Level into 3rd Level. | A programme of visits between P6-7 and Secondary Modern Language colleagues to share practice and support transition. | **Term 2-4**  **Janice Kinnear** | Primary – Secondary partnerships are developed in 1+2. |  |  |
| Network meetings between primary and secondary colleagues. | **June ’25 – April ‘26**  **Janice Kinnear & P7 Teachers** |  |  |  |

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| **PRIORITY 5** | | | |
| **Strategic Objective:**  In Mayfield EYC, we will deliver high quality learning through play experiences both indoors and out. | | | |
| **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  4. Improvement in children and young people's health and wellbeing | 2. Teaching and practitioner professionalism  4. Curriculum and assessment  5. School & ELC improvement | 1.3 Leadership of change  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **1.2 Staff skills, knowledge, values and deployment**  **3.3 Learning, teaching and assessment**  **4.2 Wellbeing, inclusion and equality** |
| **Rationale for Change**  Quality assurance procedures including observations, planning and professional discussions among the new staff team, have shown a need for moderation of new NAC Early Years milestones and framework, a review of staff remits and adoption of SG guidelines. | | | |

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| PRIORITY 5: 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 £* |
| Children benefit from highly trained staff that have a shared vision for, and implement, learning through play, leading to pupils experiencing a well-balanced, child centred learning approach.  Children benefit from positive relationships and sharing their learning environment with their Parents/ Carers. | Staff will explore, implement and moderate Early Years framework through regular planning meetings.  Staff will implement new SG, Setting the Table guidelines and will implement approaches within their practice.  EYC staff will invite all parents to at least 1 termly Stay and Play session. | All EY staff  Fortnightly session throughout 25🡪26  All staff  August 25  In-service Day 1: 19/08/25  At least 1 event throughout 25🡪26 | Agreed actions from fortnightly planning meetings, lead to positive and sustainable improvements which benefit all pupils and their individual needs.  Observations from playroom activities shows an increased level of understanding in adapted Early Years framework and SG guidelines.  Attainment data shows an increase in learners who are meeting / exceeding national expectations in their milestones.  An exit pass from these sessions will show that Parents/Carers have greater involvement in their child’s learning. | Time to Talk meetings and clear remits with staff and playroom observations provide evidence that levels of expertise and confidence have increased.  STINT plans and PLPs reflect positive changes to pupil progress and needs being met.  Feedback from children and parents shows evidence that they are stimulated and enjoy their learning experiences. | **£0** |

**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:** | | | David Faulds - HT | | |
| **Carry forward:** | £6086 | **Total Allocation:** | £76680 | **Total:** | £82766 |

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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? |
| Pupils starting school with no breakfast | Hunger will not be a barrier to pupil learning | Free to all Breakfast Club and Grab and Go Bagels | Aug 25🡪  HT/Gail Trewin/Audrey Mullin | £6712 | Numbers attending Breakfast Club and accessing Grab and Go bagels.  Improved attainment stats and attendance; pupils more ready to learn. | Classroom observations will show that pupils are more settled and engaged in their learning. |
| Parent/carer voice and self-efficacy increased resulting in improved emotional well-being for them and their children | Pupil/parent/carer relationships improved | Building Positive Relationship parent groups  NEST parent groups | Termly 🡪  Julie Cassidy (School Counsellor) and HT  Termly 🡪  Julie Cassidy (School Counsellor) and HT | £34968.54 | School Counsellor data will show that parents/carers are able to give examples of use and effectiveness of new strategies | Decrease in pupil/parent concerns. |
| Gaps in attainment and meeting needs of Neurodiverse pupils | Improved attainment and meeting of specific needs for targeted groups from additional Classroom Assistant | Analysis of attainment data will show areas in need of improvement  Additional support for some pupils in class/Busy Bees Room and playground | Aug 25🡪  SLT and Identified staff | £20028 | Improved attainment data over time.  Neurodiverse pupils included safely in all school activities and supported in class with their peers. | Data from termly attainment meetings, NGRT, time spent in class with peers, feedback from parents/carers |
| Financial barrier - Subsidise Arran Residential Trip | All pupils who want to go to Arran residential trip will be prevented due to financial reasons. | Subsidy from PEF | December, 2025  HT | C£1500 | Number of pupils going on trip | Feedback from pupils and staff |
| Seesaw App | Communication with parents/carers and showcasing learning at home | Deliver pupil, staff and new parent training workshops to enable all stakeholders to access Seesaw | Aug 25🡪  DHT | £1444 | Data from Weekly Seesaw report | Feedback from staff, pupils and parents |
| PM Reading | Learners will feel more motivated and will benefit from teaching experiences based on PM Reading resource, which is more current and relevant to their life experiences. | \*CLPL will be provided by PM staff.  \*Staff reading working party will be created to launch this across the whole school  \*Staff will use CLPL training to adapt their teaching approaches accordingly and to ensure the needs of all pupils are being met. | Aug ’25 🡪 Jan ‘26  SLT and Identified staff | £12312 | Pre and post evaluations and HGIOURS comments from planning meetings with SLT, will show positive progress. | Classroom observations, moderated samples of work and a positive trend in ACEL data, will show increased pupil confidence in daily reading tasks and lessons. |
| Still to be allocated |  |  |  | £5802 |  |  |