



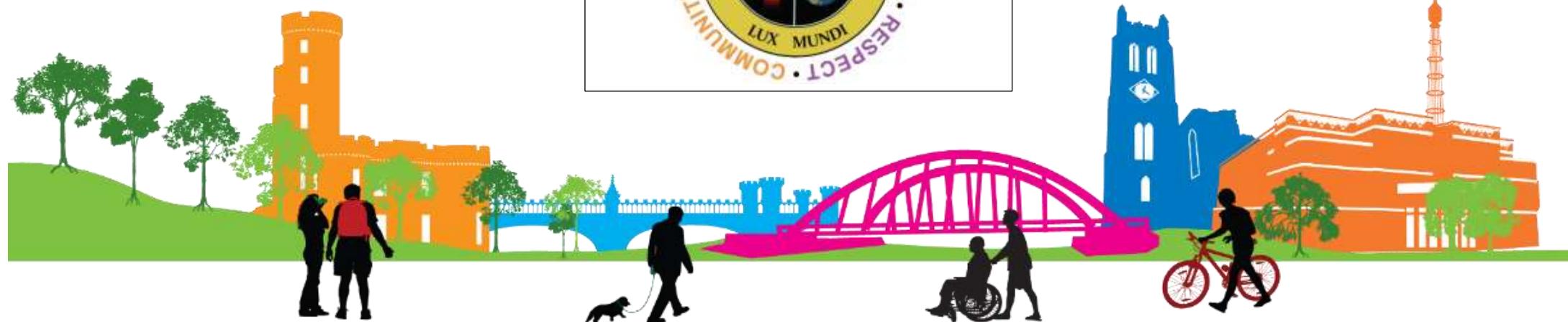
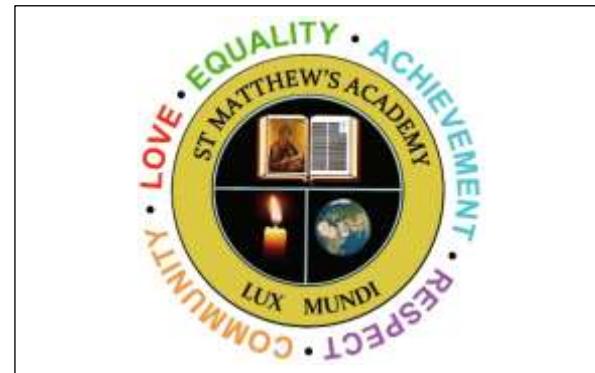
North Ayrshire Council
Comhairle Siorrhachd Air a Tuath

Education Service

St Matthew's Academy

Improvement Plan

2025-2026



Vision, Values and Aims

Our Vision, Values and Aims

In Saint Matthew's Academy we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Vision

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

Values

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- *to promote Gospel values of love, understanding and respect through all our activities and at all times;*
- *to develop all members of our community spiritually, morally, intellectually, socially and physically;*
- *to provide the highest possible standards of learning and teaching;*
- *to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;*
- *to nurture in our young people creativity and aesthetic appreciation;*
- *to provide a safe, stimulating and welcoming environment;*
- *to work in close partnership with parents, the Church and the wider community; and*
- *to provide opportunities for the personal and professional development of staff.*

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

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.

		PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education	
Themes	<ul style="list-style-type: none"> High quality learning, teaching and assessment Raising attainment and achievement 	<ul style="list-style-type: none"> Interventions to reduce gaps Specific focus on identified target groups, including care experienced learners Improving data literacy skills 	<ul style="list-style-type: none"> Improving skills Improving transitions Partnerships to improve post-school learner outcomes 	<ul style="list-style-type: none"> Improving attendance Supporting mental health and wellbeing Supporting physical health and wellbeing Supporting social and emotional wellbeing 	<ul style="list-style-type: none"> Supporting children's needs Maximising learner voice and participation Maximising parent/carer involvement and engagement 	

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PRIORITY 1											
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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>
Learning and Teaching Strategy (feedback and teaching sprints) We know and can demonstrate that learners receive high-quality feedback and have an accurate understanding of their progress in learning and know what they need to do to improve. We know and can demonstrate learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. We know and can demonstrate a range of strategies to support children and young people to take responsibility for their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others. We know and can demonstrate staff access and apply relevant findings from educational research to improve learning and teaching.	We will continue to work towards our excellent L&T strategy through a focus on feedback. L&T committee review of classroom observation model. Review of effective use of BGE learning logs. Engagement of all staff in professional reading and CLPL. Establishment of teaching sprints working group.	2025-2026 SMT CLs PT Learning & Teaching Learning and Teaching committee Teaching sprints working group All staff	External NAC School Trios Observation model feedback CLPL In-service Day Pupil Voice Staff Feedback Departmental and working group feedback Staff engagement with professional reading.		

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<p>L & N Strategy We know and can demonstrate attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>Continue to improve literacy and numeracy attainment.</p> <p>Targeted groups across Maths and English.</p> <p>Continued use of small groups in pupil support and the SSR.</p> <p>Continue to offer, and explore further, a range of pathways to meet the needs of all learners and improve high quality outcomes for all learners.</p> <p>Implementation of resources to be used across the school to support numeracy</p> <p>Development of a Dyscalculia strategy through the committee.</p> <p>Further embed good practice highlighted from digital endorsement award.</p> <p>Promote a reading culture across the school in line with Reading Schools accreditation.</p>	<p>2025 – 2026</p> <p>SMT</p> <p>FH Maths and English</p> <p>Dyscalculia committee</p> <p>Digital champions</p> <p>Literacy working group</p> <p>Numeracy across curriculum working group</p> <p>All Staff</p>	<p>SNSA Data.</p> <p>ACEL data.</p> <p>BGE Attainment Analysis.</p> <p>Senior Phase tracking data analysis.</p> <p>Comparison of Literacy and Numeracy against VC.</p> <p>Ongoing whole school evaluation of QI 3.2.</p> <p>Application in progress for Reading Schools accreditation.</p> <p>Trial and evaluation of numeracy resources across school.</p>		
<p>BGE moderation We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>We will evaluate and develop our BGE resources/courses/assessment/four capacities to improve attainment in the BGE in line with the language in progress and achievement.</p>	<p>2025 - 2026</p> <p>SMT</p> <p>CLs</p> <p>All Staff</p>	<p>Faculty BGE assessment data</p> <p>Pupil Voice</p> <p>DM minutes</p> <p>BGE audit responses</p>		

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	Review examples of best practice locally and nationally.				
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School/EYC Improvement Plan 2025-26

PRIORITY 2											
<p>Strategic Objective: What do you we want to specifically achieve across your school/department/EY centre?</p> <p>Close the gap between most and least disadvantaged young people</p>											
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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>
Activity Tracker We know and can demonstrate that children and young people are applying and increasing their achievements through active participation in their school and local community. We know and can demonstrate that Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.	We will continue to develop the Activity Tracker and embed its use across the school to support targeted interventions. Members of the school community will make use of the Activity Tracker to promote equity and support inclusion.	2025-2026 SMT FHs Skills Framework Committee All Staff	Whole school engagement with the use of the Activity Tracker. Participation levels. Activity analysis by key group e.g. SIMD. Targeted interventions. Pupil Voice.		
Post Exclusion Policy/Exclusion Review We know and can demonstrate that effective partnership approaches are embedded within planned programmes and support processes.	We will continue to develop staff understanding of exclusion decision making process and data We will use this to inform our Post Exclusion Policy.	2025-2026 SMT CL's Pastoral Staff	Embed, implement and promotion of the post exclusion review policy. NAC exclusion data.		

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<p>We know and can demonstrate that exclusion rates are low and inclusion is successful for all.</p> <p>We know and can demonstrate that staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p>	<p>We will continue to engage with all relevant stakeholders.</p>			
<p>SCQF Pathways We know and can demonstrate children and young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further and higher education; and the world of work and future careers.</p> <p>We know and can demonstrate all stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.</p> <p>We know and can demonstrate children requiring additional support have high quality individualised and meaningful progression pathways.</p>	<p>All departments will review curricular pathways and identify potential areas where pupils can pivot towards alternative qualifications.</p> <p>Progression pathways shared with all stakeholders.</p> <p>Audit and review offerings and potential timescales.</p>	<p>2025-2026 SMT Departments All Staff</p>	<p>Increased access and understanding of our wide range of pathways.</p> <p>Continue to maintain our high level of positive destinations and attainment.</p> <p>Increased pupil and parent confidence with the SCQF.</p>	

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We know and can demonstrate children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.				
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PRIORITY 3											
<p>Strategic Objective: What do you we want to specifically achieve across your school/department/EY centre?</p> <p>Improvement in skills and sustained school-leaver destinations for all young people</p>											
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Skills Framework We know and can demonstrate a clear focus on developing skills in a progressive way across the curriculum.	We will review and build upon the skills framework to assist young people in making of connections across their learning to inform pathways through the BGE and beyond. Continued delivery of skills framework to S1/2 and roll out to S3. Share examples of good practice.	2025-2026 SMT FHs Skills Framework Committee All Staff	Shared understanding of our core skills across the school. Pupil voice. DM minutes. Skills Learning Seminars. Analyse and share pupil survey.		
Improvement Attainment for All: middle 60% We know and can demonstrate school's data shows 'middle 60' learners are making very good progress. We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment for the 'middle 60'.	Utilise data to ensure appropriate pathways and well timed interventions to improve attainment for 'middle 60' learners. Increased opportunities for the 'middle 60'. Early identification and awareness of 'middle 60' across school/departments.	2025-2026 SMT FHs All staff	Staff awareness of the impact of improving attainment for 'middle 60' Tracking and monitoring – period 1 identification SQA results Insight – Total Tariff Points		

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We know and can demonstrate robust tracking of attainment over time in all curriculum areas and at all stages for the 'middle 60'.				
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PRIORITY 4											
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PRIORITY 4: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p> <p>Wellbeing Strategy We know and can demonstrate that our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that staff make effective use of staged intervention processes (and the named person service) to ensure children and young people's needs are met.</p> <p>We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners.</p>	<p><i>How will we achieve this? What do we plan to do?</i></p> <p>We will continue to promote our wellbeing policy and strategy.</p> <p>Review of St Matthew's wellbeing and nurture strategy.</p> <p>We will facilitate opportunities for CLPL training which will enhance the wellbeing strategy including MVP.</p> <p>Continuation of staff wellbeing committee and Wellbeing Ambassador programme.</p> <p>Continuation of our commitment to The Promise for all young people.</p> <p>Continue to review primary transition activities.</p> <p>Continue to identify and support young carers in their wellbeing.</p>	<p><i>What are our timescales? Who will lead?</i></p> <p>2025 – 2026</p> <p>Wellbeing Committee</p> <p>PT Wellbeing SMT</p> <p>All Staff</p>	<p><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></p> <p>Pupil voice.</p> <p>Increased uptake of relevant wellbeing training.</p> <p>Uptake of MVP training and delivery.</p> <p>Increased Pupil participation in Wellbeing Week.</p> <p>Reintroduction of Wellbeing Survey for whole school.</p> <p>Continued partnership working with: Police Scotland CAMHS CHAP Blood donation service University/College presentations NHS</p> <p>Uptake of SCQF Wellbeing Award NAC Wellbeing trios</p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>

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<p>Attendance Strategy We know and can demonstrate that unexplained, regular or long-term absence is supported through a range of approaches and strategies in line with NAC attendance policies.</p> <p>We know and can demonstrate staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards including attendance.</p>	<p>We continue to monitor attendance on a periodic basis.</p> <p>Further implementation of Attendance Mentors.</p> <p>Continuation of attendance committee and development of attendance policy.</p> <p>Continue to share attendance data with all staff with a view to identifying early intervention opportunities.</p>	<p>2025 – 2026</p> <p>SMT</p> <p>PT Guidance</p> <p>Attendance Mentors</p> <p>Attendance Committee</p>	<p>Improved attendance for targeted groups.</p> <p>Increased staff awareness of attendance strategy.</p> <p>Continuation of attendance policy.</p> <p>Identification and recording of early intervention opportunities.</p>		
<p>Financial Education</p> <p>We know and can demonstrate that our curriculum has a strong focus on developing the financial skills our young people need in the changing world.</p>	<p>Continuation of the financial education committee.</p> <p>Follow-up audit on financial education delivery across the school curriculum.</p> <p>Identify next steps to work towards applying to be a centre of excellence in financial education.</p> <p>Work with Scotland's Financial Schools to deliver lessons on financial education.</p>	<p>2025 – 2026</p> <p>Financial education committee</p> <p>Departments</p> <p>All staff</p>	<p>Financial education audit responses.</p> <p>Progress towards becoming a centre of excellence in financial education.</p> <p>Uptake of Scotland's Financial Schools' lessons in line with learning for sustainability.</p> <p>Engagement with CHAP and Scotland's Financial Schools</p>		

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	Pilot IDL across maths and English nurture sets and SSR.				
Outdoor Learning We know and can demonstrate that outdoor spaces are used effectively to promote wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. We know and can demonstrate that children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.	<p>Audit of climate education in all curricular areas and development of a climate education plan.</p> <p>Continue to engage with Learning through Landscapes materials and resources.</p> <p>Take part in Climate Schools 180 CLPL.</p> <p>Introduce climate change lessons across the curriculum and use the school grounds as a learning environment.</p>	2025 – 2026	<p>Engagement with CLPL.</p> <p>Uptake and engagement with Learning through Landscapes lessons.</p> <p>Climate education audit responses.</p>		

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PRIORITY 5											
<p>Strategic Objective: What do you we want to specifically achieve across your school/department/EY centre?</p> <p>Placing human rights and needs of every child and young person at the centre of education</p>											
<p>Select the KEY drivers for this improvement priority</p> <table border="1"> <thead> <tr> <th>Education Service Priority <i>Please select the relevant service priorities</i></th> <th>NIF Drivers of Improvement <i>Please select up to three NIF drivers</i></th> <th>How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i></th> <th>Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i></th> </tr> </thead> <tbody> <tr> <td>5. Placing human rights and needs of every child and young person at the centre of education Choose an item.</td> <td>1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement</td> <td>1.3 Leadership of change 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion</td> <td>Choose an item. Choose an item. Choose an item.</td> </tr> </tbody> </table>				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>	5. Placing human rights and needs of every child and young person at the centre of education Choose an item.	1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement	1.3 Leadership of change 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion	Choose an item. Choose an item. Choose an item.
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<p>Rationale for Change What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.</p>											

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PRIORITY 5: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p> <p>Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school.</p> <p>We know and can demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</p> <p>We know and can demonstrate well-planned and progressive opportunities for young people to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>We know and can demonstrate young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.</p>	<p><i>How will we achieve this? What do we plan to do?</i></p> <p>By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration.</p> <p>We will ensure our vision and values are clear and visible throughout all interactions.</p> <p>A review of our curriculum rationale in line with our school vision and values</p> <p>We will work with parents and parishes as they support young people on their faith journey.</p> <p>Continue communication working group.</p> <p>Oscar Romero award</p>	<p><i>What are our timescales? Who will lead?</i></p> <p>2025 – 2026</p> <p>SMT</p> <p>All Staff</p> <p>School Chaplain and Chaplaincy team</p> <p>Developing Faith committee</p>	<p><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></p> <p>Pupil voice.</p> <p>Participation in liturgical celebration.</p> <p>Caritas Award participation.</p> <p>Use of Developing in Faith Self Evaluation document.</p> <p>All members of school community can articulate school values.</p> <p>Sustain RRS Gold Award.</p> <p>Improved visibility of Equalities Group.</p> <p>Staff communication survey results.</p> <p>Achieve participatory Oscar Romero Award</p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>

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We know and can demonstrate that all staff and partners model behaviour which promotes and supports the wellbeing of all.					
<p>Family Engagement</p> <p>We know and can demonstrate that creative approaches are used to engage families.</p> <p>We know and can demonstrate that Family Learning is supporting families to minimise the impact of poverty on learning and achievement.</p> <p>We know and can demonstrate that Family Learning is responsive to identified needs.</p> <p>We know and can demonstrate that Family Learning is leading to stronger home-school links which are improving outcomes for learners.</p> <p>We know and can demonstrate that families know that whatever their needs they will be able to access the right support to enable them to reach their full potential as individuals and as a family.</p>	<p>Establishment of a Cost of the School Day committee.</p> <p>Support families alongside the Welfare Rights Officer to access appropriate support.</p> <p>We will deliver increased opportunities for parental engagement through a variety of Family Learning events such as Parents In Partnership, subject taster events, health and wellbeing sessions and curriculum information evenings.</p> <p>We will promote communication with families to increase participation at whole school events including parents' nights.</p> <p>Actively seek feedback from parents on their views of all aspects of the school.</p>	<p>2025 – 2026</p> <p>SMT</p> <p>PT Family Engagement</p> <p>All staff</p> <p>Cost of the School Day committee</p> <p>Departments</p> <p>Area Inclusion Worker</p>	<p>Pupil voice.</p> <p>Parental feedback.</p> <p>Parent council feedback.</p> <p>Participation in learning events.</p> <p>Participation in celebration events.</p> <p>Monitor parental attendance at parents' events.</p> <p>Uptake of Parents in Partnership</p> <p>Parental awareness of FSM entitlement, School Clothing Grant and community wardrobe.</p>		

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<p>Learner Participation</p> <p>We know and can demonstrate that all staff and pupils are fully involved in improving the life and work of the school.</p> <p>We know and can demonstrate that the whole school community has a shared understanding of the strengths and improvement needs of the school.</p> <p>We know and can demonstrate that a range of stakeholders take lead roles in aspects of school improvement. This includes children and young people.</p> <p>We know and can demonstrate that pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.</p>	<p>Continue the YLL committee and programme with S3 YLL.</p> <p>Promoting staff and parent familiarity with pupil participation/YLL.</p> <p>Continuation of pupil focus groups across all areas of the curriculum.</p>	<p>2025 – 2026</p> <p>Learner Participation committee SMT</p>	<p>Pupil voice.</p> <p>Staff awareness of learner participation literature.</p> <p>Parent Council minutes.</p> <p>Departmental meeting minutes.</p> <p>You Said – We Did departmental display boards</p>	
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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:		S Colligan		
Carry forward:	£24248	Total Allocation:	£164160	Total: £188408

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?
Activity gap between SIMD 1-3 and SIMD 4-10 for S1-S3	More pupils will benefit from wider experiences and gain a greater sense of belonging.	We will use PEF to provide wider education experiences for pupils who struggle to access extra curricular events due to cost.	2025-26 Year Heads S1-S3	TBC	Wider achievement tracking will be reviewed to identify whether gap has been reduced.	
PT Family Engagement	Pupils will benefit from more engaged and better informed families.	We will use PEF to fund resources to increase attendance at Parents Night. We will use PEF to create more welcoming spaces for families. We will use PEF to support delivery of	2025-26 PT Family Engagement	£6552	Parent Night Attendance will be reviewed. We will evaluate parent views on our environment. We will review attendance at Parents in Partnership programme.	

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		Parents in Partnership programmes.				
Campus Police Officer Funding	Pupils will benefit from a safe environment.	We will fund 25% of the cost of the campus police officer.	2025-26 Campus Officer	£12402	PASS data will be reviewed. S1 focus groups will be reviewed.	
Additional ICT resource will be purchased.	Pupils will have access to more up to date technology for digital learning.	We will purchase additional Classroom in a Box resources.	2025-26 ICT Co-ordinator	£25000	We will review our digital learning approaches against the Digital Learning Award criteria.	