



Education Service

St Matthew's Academy

Improvement Plan

2026-2027



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.

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 show the thematic areas under each priority which the service intends to focus on in the year ahead.



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To improve attainment and achievement for all learners through high-quality learning, teaching and curriculum development. This will be achieved by fostering collaborative professional learning, regularly reviewing and enhancing the curriculum, strengthening literacy and numeracy outcomes, and developing learners' skills progressively across all stages. Through effective tracking, monitoring and evidence-based practice, the school aims to raise attainment, sustain high standards, and ensure young people are equipped with the knowledge, skills and resilience needed for future learning, employment and life.

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 Choose an item.	4. Curriculum and assessment Choose an item. Choose an item.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.2 Curriculum	Choose an item. Choose an item. Choose an item.

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.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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 Teaching Sprints We know and can demonstrate that we use a wide range of learning environments and creative teaching approaches. We undertake joint professional learning and share expertise so that we learn with each other and from each other. Together we evaluate the impact of our professional learning on learners, our school and community. Professional learning and collegiate working is used to develop the curriculum and consider its impact on children and young people. Curriculum Improvement Cycle (CIC) Our curriculum is regularly reviewed and refreshed by an	We will continue to work towards our excellent L&T strategy through a focus on teaching sprints. L&T committee review of classroom observation model and criteria. Engagement of all staff in professional reading and CLPL.	2026 – 2027 SMT CLs PT Learning & Teaching Learning and Teaching committee All staff	External NAC School Trios Observation model feedback CLPL In-service Day Staff Feedback Departmental and working group feedback Staff engagement with professional reading.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

informed awareness of current education thinking and evolves through ongoing debate within the school community. Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment.	Staff to explore subject specific frameworks when published.				
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. We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.	Continue to improve literacy and numeracy attainment. Targeted groups across Maths and English. Continued use of small groups in pupil support and the SSR. 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. Implementation of resources to be used across the school to support numeracy.	2026 – 2027 SMT FH Maths and English Literacy working group Numeracy across curriculum working group All Staff PT English/Literacy	SNSA Data. ACEL data. BGE Attainment Analysis. Senior Phase tracking data analysis. Comparison of Literacy and Numeracy against VC. Ongoing whole school evaluation of QI 3.2. Continue to develop approaches to whole school reading for Reading Schools accreditation.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

	Adaptation of English TT to support literacy				
Skills Framework We know and can demonstrate a clear focus on developing skills in a progressive way across the curriculum. We know and can demonstrate that our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient, adaptable and understand the value of the skills they are acquiring.	We will further embed the skills framework to assist young people in making connections across their learning to inform pathways through the BGE and beyond. We will consider the implementation of the framework in the senior phase. Share examples of good practice. Appointment of DYW PT.	2026 - 2027 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.		
Raising Attainment Quality of Grades/Sustained Achievement We know and can demonstrate that across all curricular areas we will aim to raise attainment over time and/or maintain consistently high standards of attainment for all learners. We know and can demonstrate tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners.	Utilise data to set an appropriate target for 5 @ Level 6. Identification of departmental strategies to sustain and improve the quality of grades. Review Progress and Achievement levels to ensure appropriate progression.	2026 - 2027 SMT FH's PT Raising Attainment All Staff	CfE Machine Insight Progress and Achievement ACEL 5 Year Tracking information for BGE and Senior Phase		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To create an inclusive, nurturing and equitable school community where every learner is valued, supported and able to achieve their full potential. This will be achieved through a shared commitment to wellbeing, effective attendance support, meaningful family engagement and a strong inclusive ethos that promotes dignity, respect and belonging. By working collaboratively with families, staff and partners, the school aims to reduce barriers to learning, strengthen outcomes for all learners, and develop confident young people who embrace diversity and challenge discrimination and intolerance.

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>
4. Improvement in children and young people's health and wellbeing Choose an item.	3. Parent/carer involvement and engagement Choose an item. Choose an item.	3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection 2.5 Family learning	Choose an item. Choose an item. Choose an item.

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.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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>
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. We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners.	We will continue to promote our wellbeing policy and strategy. Continue to implement St Matthew's wellbeing strategy. We will facilitate opportunities for CLPL training with a focus on relational practice which will enhance the wellbeing strategy. Continuation of staff wellbeing committee and Wellbeing Ambassador programme.	2026 – 2027 Wellbeing Committee PT Wellbeing SMT All Staff	Pupil voice. Increased uptake of relevant wellbeing training. Increased Pupil participation in Wellbeing Week/S4 Kindness Day. Wellbeing Survey for whole school. Continued partnership working with: Police Scotland CAMHS CHAP Blood donation service University/College presentations		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

	Continuation of our commitment to The Promise for all young people. Continue to review primary transition activities. Continue to identify and support young carers in their wellbeing. Promote digital wellbeing and cyber resilience amongst pupils, staff and parents. Continued use of Wellbeing Tracker to identify pupils for early intervention.		NHS Uptake of SCQF Wellbeing Award. NAC Wellbeing trios. Progress towards Digital Wellbeing Award.		
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. We know and can demonstrate staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards including attendance.	We continue to monitor attendance on a periodic basis. Further implementation of Attendance Mentors. Continuation of attendance committee and development of attendance policy. Continue to share attendance data with all staff with a view to identifying early intervention opportunities.	2026 – 2027 SMT PT Guidance Attendance PT Attendance Mentors Attendance Committee	Improved attendance for targeted groups. Increased staff awareness of attendance strategy. Continuation of attendance policy. Identification and recording of early intervention opportunities. NAC Power BI Data		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

	Appointment of an Attendance PT. Implement NAC Attendance tracker.				
Family Engagement We know and can demonstrate that creative approaches are used to engage families. We know and can demonstrate that Family Learning is supporting families to minimise the impact of poverty on learning and achievement. We know and can demonstrate that Family Learning is responsive to identified needs. We know and can demonstrate that Family Learning is leading to stronger home-school links which are improving outcomes for learners. 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.	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. We will promote communication with families to increase participation at whole school events including parents' nights. Actively seek feedback from parents on their views of all aspects of the school.	2026 – 2027 SMT PT Family Engagement All staff Departments Area Inclusion Worker	Pupil voice. Parental feedback. Parent council feedback. Participation in learning events. Participation in celebration events. Monitor parental attendance at parents' events. Uptake of Parents in Partnership Parental awareness of FSM entitlement, School Clothing Grant and community wardrobe. Engagement with School Newsletter.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school. 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. 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. 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. We know and can demonstrate that all staff and partners model behaviour which promotes and supports the wellbeing of all.	By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration. We will ensure our vision and values are clear and visible throughout all interactions. A review of our curriculum rationale in line with our school vision and values alongside engagement with CIC documentation. We will work with parents and parishes as they support young people on their faith journey. Oscar Romero award.	2026 – 2027 SMT All Staff School Chaplain and Chaplaincy team Developing Faith committee	Pupil voice. Participation in liturgical celebration. Caritas Award participation. Use of Developing in Faith Self Evaluation document. All members of school community can articulate school values. Work towards Developer Level Oscar Romero Award. Engagement with Lux Mundi Podcast.		
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NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 3: Building a self-improving service

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To build a self-improving school culture where learners, staff, parents and partners actively contribute to school improvement, and where high-quality, inclusive assessment practices are used to identify needs, support learner progress and inform continuous improvement

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 5. Placing human rights and needs of every child and young person at the centre of education	4. Curriculum and assessment 2. Teaching and practitioner professionalism Choose an item.	2.3 Learning, teaching and assessment 2.4 Personalised support Choose an item.	Choose an item. Choose an item. Choose an item.

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.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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>
Learner Participation We know and can demonstrate that all staff and pupils are fully involved in improving the life and work of the school. We know and can demonstrate that the whole school community has a shared understanding of the strengths and improvement needs of the school. We know and can demonstrate that a range of stakeholders take lead roles in aspects of school improvement. This includes children and young people. 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.	Continue the YLL committee and programme with S3 YLL. Promoting staff and parent familiarity with pupil participation/YLL. Continuation of pupil focus groups across all areas of the curriculum. House Captains led focus groups.	2026 – 2027 SMT YLL committee	Pupil voice. Staff awareness of learner participation literature. Parent Council minutes. Departmental meeting minutes. You Said – We Did departmental display boards.		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

Assessment Support Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. A quality body of evidence is used to support assessment judgements and decisions about next steps. Learners' needs are identified through robust assessment information including specialist input where required.	Introduction and staff training on the use of Exam.net Establish a AAA working group. Reviewing and updating of Pupil Profiles. Clear overview at departmental level of AAA.	2026 – 2027 AAA working group PTG's All Staff FH's	Pupil and staff confidence in using Exam.net. Consistent approach to AAA. Increased number of pupils using Exam.net. Accurate and reliable Pupil Profiles.		
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NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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:	£91,075	Total Allocation:	£164,160	Total: £255,235

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?
Poverty-related barriers continue to affect attendance, engagement, wellbeing, attainment and participation for a number of young people. Targeted leadership capacity is required to ensure interventions are planned, delivered and evaluated effectively.	Learners affected by poverty will benefit from earlier identification, more consistent intervention and improved tracking of progress. Targeted pupils will be better supported to attend, participate, achieve and progress.	We will use PEF to support PT Point 1 enhancements linked to key areas of school improvement. These posts will provide additional leadership capacity in areas such as attendance, wellbeing, family engagement, raising attainment, literacy, learning and teaching, DYW and learner participation.	2026–27. HT, DHTs and PT post holders.	£35,627. Principal Teacher Point 1 enhancements to provide additional leadership capacity for targeted school improvement work.	Attendance data, Insight data, senior phase tracking, BGE tracking, literacy and numeracy data, wellbeing information, pupil voice and departmental evaluation will be reviewed. Evidence will be considered for targeted cohorts including SIMD 1–3, care-experienced pupils, young carers, pupils with lower attendance and pupils at risk of not achieving expected outcomes.	
Some learners require additional teaching support to close gaps in learning, improve attainment and sustain positive outcomes. Poverty-related barriers can affect confidence, engagement, literacy, numeracy and readiness for national qualifications.	Targeted learners will receive additional teaching support, smaller group intervention and enhanced learning opportunities. Learners will make stronger progress in literacy, numeracy and/or senior phase qualifications.	We will use PEF to provide additional teaching capacity. This will allow targeted support to be delivered in identified curricular areas and stages. Support will include small group work, additional classes, intervention periods, targeted literacy/numeracy support and support for learners at risk of underachievement.	2026–27. SMT, Faculty Heads, PT Raising Attainment, PT Literacy and teaching staff.	£97,673. Additional teaching staffing to provide targeted support and intervention for identified learners.	Senior phase tracking, SQA results, Insight data, BGE tracking, ACEL data, SNSA data, department intervention records and learner progress reviews will be analysed. Particular attention will be given to the progress of learners in SIMD 1–3 and other targeted groups.	
Families affected by poverty can face additional barriers to engagement with school, access to support and participation in the wider life of the school community.	Pupils will benefit from stronger family engagement, improved access to support and better links between home and school. Families will be better informed about learning, wellbeing, attendance and wider sources of support.	We will use PEF to fund an Area Inclusion Worker and Education Business Assistant support. This will strengthen our ability to engage with families, support participation in school events, assist with communication, provide administrative support for targeted programmes and help families access appropriate supports.	2026–27. SMT, PT Family Engagement, Area Inclusion Worker and Education Business Assistant.	£21,936. Area Inclusion Worker and Education Business Assistant staffing to support family engagement and targeted intervention.	Attendance at parents' evenings, family learning events, Parents in Partnership, curriculum information events and targeted meetings will be reviewed. Parent/carer feedback, pupil voice, attendance data and records of family support will be used to evaluate impact.	

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

Some learners affected by poverty require additional support to feel safe, included and connected to school. Poverty-related barriers can also increase vulnerability to disengagement, poor attendance and reduced participation.	Pupils will benefit from a safer and more supportive school environment. Targeted learners will have improved access to early intervention, restorative support and partnership working.	We will use PEF to fund 25% of the Campus Police Officer post. This will support early intervention, partnership working, pupil wellbeing, prevention work and wider approaches to safety, inclusion and positive relationships.	2026–27. SMT, Campus Police Officer and Pastoral Team.	£13,944. Contribution to 25% of the Campus Police Officer post.	PASS data, pupil voice, attendance data, exclusion data, wellbeing information and records of targeted interventions will be reviewed. Impact will also be considered through pastoral feedback and partnership evaluation.	
Poverty-related barriers can limit some learners' access to additional study support, revision opportunities and wider achievement. This can affect confidence, attainment and progression.	Learners will have improved access to supported study and targeted learning opportunities. Pupils who may not otherwise access paid tuition or additional support will be able to benefit from structured support in school.	We will use PEF to support the delivery of supported study and targeted intervention opportunities. This will include additional study sessions, revision support, targeted subject intervention and support for learners preparing for national qualifications.	2026–27. SMT, Faculty Heads, PT Raising Attainment and class teachers.	£20,000. Supported study provision, including additional study sessions, revision support and targeted subject intervention.	Attendance at supported study, senior phase tracking, departmental intervention data, SQA results, Insight data and pupil feedback will be analysed. Impact will be reviewed for targeted learners, including SIMD 1–3 pupils and those identified as at risk of underachievement.	

Total planned spend: £189,180 | Indicative remaining balance: £66,056