



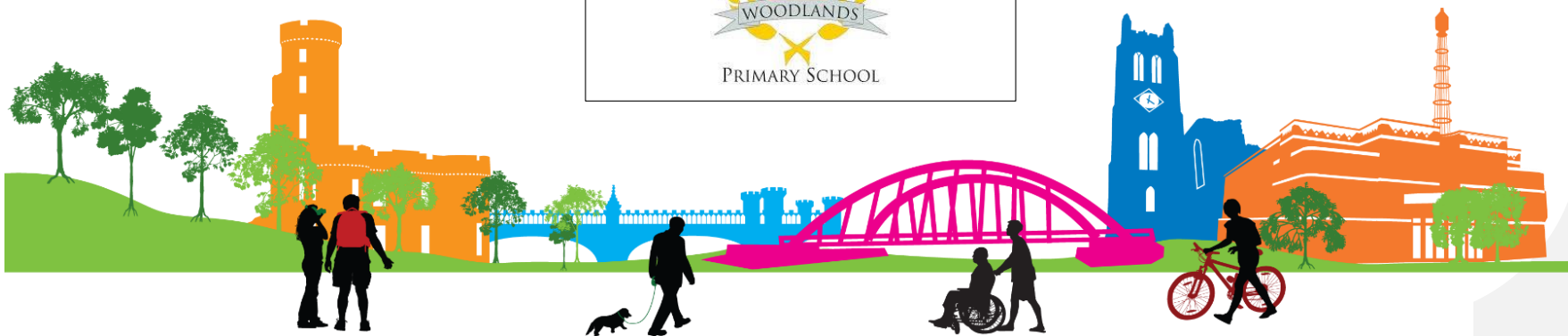
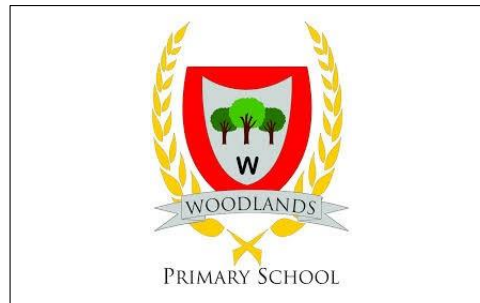
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Woodlands Primary and EYC

Improvement Plan

2025-2026



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2025-26

Vision, Values and Aims

Our Vision, Values & Aims

- At Woodlands, we strive to create a welcoming and inspiring environment where pupils feel safe, valued, and have a strong sense of belonging. We want every child to be eager to learn and every member of staff to enjoy their work. Our goal is for all pupils to achieve academic success and celebrate their wider achievements. We aim to provide a fun, engaging, and dynamic learning experience within a calm and well-managed setting.
- We are committed to developing pupils into responsible, confident citizens who contribute positively to our community. By strengthening the connection between the school and local community, we will restore pride in Woodlands and foster a strong sense of belonging.
- Woodlands will be a school of high expectations—where every learner is supported, challenged, and encouraged to reach their full potential.

Our school values:

- Teamwork
- Effort
- Kindness

We will aim higher by:

- Improving teaching and learning.
- Raising achievement and realising potential.
- Encouraging lifelong learning.
- Working with families and communities for a better future.
- Celebrating success.
- Respecting the dignity and value of all.
- Giving children and staff a safe, happy and attractive place to work.

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EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

	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 - Introduce a skills-based curriculum and new planning/tracking system to support differentiated/adaptive teaching.

Strategic Objective:

To introduce a skills-based curriculum that enhances teaching, learning, and assessment across classrooms and playrooms, enabling teachers to effectively differentiate and meet diverse learner needs. Additionally, to implement the new planning and tracking system in the Early Years Class to improve monitoring of progress.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	4. Curriculum and assessment 5. School & ELC improvement Choose an item.	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	1.2 Staff skills, knowledge, values and deployment 3.1 Plan and learning 3.3 Learning, teaching and assessment

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.

Analysis of data, staff consultation and SLT self-evaluation have identified gaps in the current curriculum and revealed that the existing forward planning system in both the school and Early Years Class is not fit for purpose. Differentiation has been highlighted as a key area for improvement in quality assurance work to ensure all learners are fully engaged and active in their learning. This change will also support staff to teach at the correct level and develop data analysis skills, improving their data literacy to make accurate judgments of learner progress. Self-evaluation and quality assurance also suggests we require consistency in delivery of universal supports.

Current Data of P1, 4,7 of pupils on track in their learning:

	NUMERACY %	LISTENING & TALKING %	WRITING %	READING %
P1	75.5	87.5	73.5	73.5
P4	67.7	87.5	73.8	73.5
P7	73.2	71.4	66.1	80.4

EYC Milestone Data 2025:

	NUMERACY & MATHS %	LITERACY%	HEALTH AND WELLBEING%
EYC	80.0	80.0	96.7

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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>
<p>Children's attainment will rise and data will show they are making progress.</p> <p>Children will have better learning experiences and opportunities across the curriculum.</p> <p>Pupils will be more engaged in their learning causing less passive learning.</p>	<p>Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners (2 years).</p> <p>Revise and update existing quality assurance processes by introducing new calendars that clearly outline staff expectations, alongside robust tracking, planning, and regular evaluations. This approach will enable effective monitoring of progress, attainment levels and provide direct feedback to support ongoing professional development and continuous improvement.</p>	<p>HT: Aug 25- Jun 26</p> <p>HT: Aug 25- Jun 26</p>	<p>Quality assurance classroom observations will evidence that classroom experiences are more engaging for the learner with increased pace and challenge.</p> <p>Termly tracking evidences an increase in number of pupils 'on track' as the session progresses.</p> <p>Lesson observations by SLT and work samples to ensure tasks are well-differentiated with appropriate challenge and pace.</p> <p>Tracking of attainment and quality assurance activities against the updated calendar.</p>		

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Children will be more independent in their learning.	To begin to use effective use of 'work programmes' to improve differentiation.	HT: Aug 25- Jun 26	Monitoring curriculum planning and QA of lessons to ensure alignment with the new skills progression frameworks across all areas.		
Staff will have improved confidence to deliver teaching and learning at the correct level to support and challenge pupil learning based on assessment data.	Introduce a new skills progression frameworks across all 8 areas of the curriculum to support progression, breadth and application of learning.	HT: Aug 25- Jun 26	Tracking pupil assessment data to evidence progression and skill development over time.		
Children will have the opportunity for progressive experiences with depth of learning with appropriate challenge and support.	Develop literacy and numeracy-rich environments throughout school and Early Years Class to support and enhance attainment improvements. Improve staff awareness of what should be in classes and the playroom whilst developing consistency guides to support consistency.	EYC Manager and DHT CS NOV 25	Gathering teacher feedback on the usability and impact of the frameworks in planning and teaching.		
Children's attainment will rise and data will show they are making progress.					
Children will be more interested in their learning and be supported to develop skills based on the framework.					
Consistency guides for teaching, learning, assessment, and environments provide clarity, boost engagement, increase confidence, and enhance overall pupil achievement.	Introduce new EYC planning and tracking system following NAC frameworks to support the delivery of improved experience and attainment in the EYC.	EYC Manager and DHT CS Oct 25	Conducting regular QA to verify consistency in applying the frameworks through Forward Planning.		
	Develop consistency guides for teaching, learning and assessment including classroom/EYC environments.	SLT Aug 25 – Jun 26	Quality Assurance: Measure impact through pupil feedback, academic performance data, engagement levels, consistency		

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			in assessments, and observation of improvements.		
<p>Staff will be able to identify children's strengths and areas of development based on new assessment procedures and quality assurance. This will ensure pupils learning experiences are tailored to them.</p> <p>Staff will have improved confidence to deliver teaching and learning at the correct level to support and challenge pupil learning based on assessment data.</p> <p>Teachers detailed planning will improve as a result of consistent approach to learning, teaching and assessment with the implementation of a new skills based curriculum.</p> <p>More accurate and consistent teacher assessments, targeted learning interventions based on clear data insights, improved progression and attainment across all levels, and increased confidence in meeting individual learning needs</p>	<p>Following new procedures and updated paperwork, continue implementing the planned program of 'Pupil Progress Meetings' to monitor attainment and achievement. These meetings will evaluate and review individual progress and identify next steps to support learning, with class teachers/EYP's taking increased responsibility for data analysis.</p> <p>Establish an assessment programme and calendar aligned with the moderation cycle, providing support to staff in analysing data to guide next steps in learning and to strengthen teacher judgements throughout the school.</p>	<p>HT/EYC Manager: Aug 25- Jun 26</p> <p>HT: Sep 25</p> <p>HT: Oct 25</p>	<p>Monitor improvements in individual pupil attainment data over time, and gathering teacher feedback on their confidence and involvement in data analysis. Measure cohort cfe data to show improvement. Targets will be set at tracking meetings for cohorts.</p> <p>Changes in pupil cfe attainment and achievement data. Utilise pre and post assessment information to measure progress of individual children.</p> <p>Class teachers/EYP actively engaging in data analysis through professional dialogue.</p> <p>Analyse assessment data and staff input to create High-Level Messages (HLMs) that identify learning gaps. Track and measure this data over time using school pro forma's.</p> <p>Data-over-time trackers will be utilised, with staff engaging regularly to review progress. These trackers will inform pupil</p>		

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	<p>Implement a data over time tracking system to support teacher professional judgements.</p> <p>Provide staff training on data analysis to inform practice through CLPL sessions led by SLT. Support staff in writing High Level Messages (HLMs) based on data analysis to ensure assessments effectively guide the next steps in learning</p>	HT: Aug 25 Jun 26	<p>attainment meetings and support targeted interventions.</p> <p>Staff will have increased confidence in providing the correct learning experiences for pupils and being able to confident judge CfE levels.</p>		
Improved early literacy and numeracy skills, increased engagement and motivation through play-based learning, stronger social and emotional development, and a solid foundation for continued improvements.	Focus on early intervention to boost attainment in P1 by supporting play-based learning facilitated through the involvement of an Early Years Practitioner (EYP) to focus on learning and teaching. (2 years)	PT HY - Aug 25 Jun 26	<p>Pre and post test data from a variety of assessments including highland screener.</p> <p>QA on observations and data collection utilising the Leuven scale to show pupil engagement.</p>		£17,410
<p>Children's attainment will rise and data will show they are making progress.</p> <p>Children will be able to produce an improved body of evidence to support their attainment in writing.</p> <p>Staff and pupil expectations and confidence in writing and reading will increase.</p> <p>Children will develop an enthusiasm for writing and be able</p>	Establish and maintain consistent programmes across the school to support the teaching of key skills in phonics, reading, and writing with support from the PLA. This unified approach ensures continuity and progression in literacy learning, enabling all pupils to develop strong foundational skills effectively (2 years).	DHT LM - Aug 25 Jun 26	<p>Tracking pupil attainment through regular literacy assessments, quality assurance work during literacy observations, reading and writing attainment data will improve, and gathering teacher feedback on consistency and effectiveness of programme delivery.</p> <p>Specific intervention based data based on identified pupils in tracking meetings.</p>		

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to discuss next steps in learning in detail.					
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PRIORITY 2 To ensure universal and targeted supports meet the needs of all learners.

Strategic Objective:

To ensure staff are equipped with the knowledge and awareness needed to support pupils in an optimal learning environment, and to confirm that the appropriate services are working with families, while also promoting a general understanding of what supports are in place for pupils, why they are needed, and the reasons behind these decisions.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
2. Closing the attainment gap between the most and least disadvantaged children and young people 1. Improvement in attainment, particularly literacy and numeracy	2. Teaching and practitioner professionalism 5. School & ELC improvement 3. Parent/carer involvement and engagement	3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment 2.4 Personalised support	3.3 Learning, teaching and assessment 4.2 Wellbeing, inclusion and equality 4.3 Children's progress

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Rationale for Change

Self-evaluation has highlighted the need to strengthen both enhanced and targeted supports for pupils across the school. While a number of families are already receiving support from external agencies, there are clear areas for improvement in how these supports are communicated and managed. Current systems require greater clarity, improved processes, and better coordination to ensure staff are fully informed and able to work collaboratively in meeting the needs of pupils and their families.

Additionally, self-evaluation and quality assurance processes indicate the need for greater consistency in the delivery of enhanced universal supports. This includes strengthening staged intervention systems and ensuring that data is used effectively to identify and target specific groups of pupils.

To address these areas, we must implement robust systems and processes that promote knowledge-sharing and a consistent, transparent approach to supporting learners across the school. Staff awareness must improve, and school leadership should prioritise more effective sharing of pupil information through enhanced communication systems.

PEF funding will support the employment of PSAs, EYP's & Class Teachers. These staff will play a key role in delivering targeted interventions and supporting team teaching approaches, all aimed at closing the attainment gap.

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>

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<p>These improvements will help improvement attainment, ensure pupils are being supported in their learning which will boost pupil confidence, and promote sustained progress for all learners.</p> <p>Ensuring staff understand the link between STINT and planning will ensure all learners' needs are effectively addressed.</p> <p>Enhancing parents' and carers' understanding of targets will support them in helping pupils at home, leading to improved attainment and clear evidence of progress for pupils with learning barriers.</p> <p>Methods of communication and the sharing of information from school to home via the staged intervention process will improve and pupil's views will be captured.</p> <p>Pupils will have individualised plans with clear, measurable and achievable target to support improvement.</p> <p>Parents will recognise the ways in which they can support their child at home to reach set targets.</p>	<p>Embed the new staged intervention process within Woodlands Primary and EYC with staff, pupils and parents.</p> <p>Review, evaluate and improve the quality of Staged Intervention Paperwork across the school by training staff and modelling practice to write SMART targets which will support CT's to understand their role in this process.</p> <p>Enhance the implementation of SCERTS plans through targeted staff training to ensure a consistent, informed, and effective approach to supporting learners' individual needs across the entire establishment.</p> <p>Strengthen parental understanding of the Staged Intervention process by hosting drop-in sessions during Learning Conversations and inviting parents/carers to discuss, sign, and engage with their child's Staged Intervention plans. Provide guidance on how they can support learning at home and ensure clear, accessible sharing of these plans with families.</p>	<p>HT/DHT LM Aug 25 – June 26</p> <p>DHT CS Dec 25</p>	<p>Pupil Progress: Use tracking data to show improved attainment in targeted areas linked to SMART targets for SI pupils.</p> <p>Quality Plans: Monitor the consistency and clarity of SMART targets through plan audits and reviews.</p> <p>Staff Confidence: Gather staff feedback and QA evidence (e.g. planning, observations) to show consistent practice.</p> <p>Pupil Voice: Use surveys or discussions to show pupils feel more supported and understand their next steps.</p>	
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<p>Children will receive more consistent and improved experiences across the school.</p> <p>Interventions/Boost groups and team teaching programmes will give pupils more CT contact time with pupils to improve attainment.</p> <p>Targeted pupils will received more support to improve attainment.</p>	Support staff to think creatively using a wide variety of strategies /supports/interventions/adaptations to meet the needs of all learners.	DHT LM Aug 25 – June 26	Improved Attainment: Pupils involved in Talk Boost, Boost Groups, or PM Writing interventions etc will show improved attainment based on – ongoing assessment data.	£900.00
	Focus targeted interventions, such as Talk Boost, 5 min boxes, on selected pupils to close attainment gaps in literacy and numeracy. Utilise data effectively to identify those in need of additional support and ensure their participation in Boost Groups, accelerating their progress.	DHT LM Aug 25 – June 26	Progress will be measured through targeted data tracking, classroom observations, and ongoing staff/pupil feedback. Success will be evident in improved attainment during individual assessment records from each intervention, reduced equity gaps, more consistent pedagogy, and increased staff confidence in delivering interventions through surveys and professional feedback.	
	Continue to upskill PSA's in utilising targeted literacy and numeracy interventions including PLA interventions to meet pupil needs and close the gap in attainment.	DHT LM - Feb 26		
	Re allocate PSA's & TST's timetable to support targeted. stages and specific pupils; linked to data and wellbeing.	DHT LM/CS Aug 25 – June 26		
	Utilise staffing effectively to support a consistent, school-wide approach to the PM Writing programme through team teaching, co-planning, and training. Embed assessment practices to identify learning gaps, track progression, and enhance staff development through peer observations and outward-looking professional learning.	DHT/PT HY LM and VB - Aug 25 – June 26	Consistency in Practice: PM Writing implementation is consistent across stages, evidenced through planning, classroom observation, and pupil work and CfE attainment data will improve.	£14, 453

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<p>Children will feel supported and will be fully integrated into the school's general approach to meeting learning needs.</p> <p>This will ensure all pupils are rigorously tracked making sure we have the correct supports/services in place to support their wellbeing and attainment.</p>	<p>Implement and regularly update a whole-school ASN overview with detailed pupil information, informed by professional dialogue from tracking meetings, to ensure appropriate support and services are in place. Establish a clear process for sharing this information with staff through the implementation of EU overviews and provide ongoing training to ensure they are well-equipped to understand and meet the diverse needs of learners within the classroom.</p>	<p>HT DHT-LM – October 25</p>	<p>QA - Audit staff use of the EU overviews to ensure all teachers are aware of needs and supports are put in place to support effective teaching and learning.</p> <p>QA of classroom planning and differentiation, ensuring support strategies align with ASN information.</p>		
<p>Children will increase skills and attainment will rise based on DM data.</p>	<p>Ensure the use of appropriate support for pupils in the Early Years Centre, providing timely early interventions and resources to create an optimal learning environment for both pupils and staff. Introducing EEL trackers ensuring we have high quality learning environments and an improved wide range of experiences for pupils.</p>	<p>EYC Manager/EEL Aug 25 – June 26</p>	<p>Monitor interventions and supports to ensure they are appropriate and timely, especially in the EYC.</p> <p>Pre and post test data support through EEL work.</p>		
<p>Supporting Needs/ nurture room will enhance confidence, communication, social skills, emotional regulation, and wider achievement for pupils.</p>	<p>Targeted Support Teachers will deliver tailored afternoon sessions focusing on social skills, communication, and sensory needs. Using individualised plans, visual supports, and structured routines, teachers will provide an adaptive curriculum to enhance engagement and emotional regulation. Collaboration with class teacher and regular</p>	<p>DHT – CS DHT Aug 25 – June 26</p>	<p>Pupil Targets: Track progress against individualised goals in social skills, communication, and regulation (SECRTS and STINT).</p> <p>Engagement: Use observation checklists to monitor improvements in engagement</p>		

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<p>Pupils with barriers to literacy will have the correct diagnoses which will ensure the correct supports/interventions in place to support their learning.</p> <p>Children/s engagement and attainment will improve.</p>	<p>communication with parents will ensure consistency. (2 years)</p> <p>Allocate dedicated time to streamline and expedite the dyslexia assessment process by updating procedures, so we can begin supporting pupils more effectively and provide timely guidance to parents at home. Ensure the use of appropriate, evidence-based support for pupils with dyslexia to improve attainment and overcome barriers to learning.</p>	<p>DHT and VB - Aug 25 – June 26</p>	<p>during sessions through classroom monitoring.</p> <p>Dyslexia assessment toolkit and policy will be in place and children identifies with clear assessment evidence to support a diagnoses in a quicker time.</p>	<p>£14, 453</p>
<p>To create inclusive environments, fostering engagement, confidence, and personalised learning for all pupils.</p>	<p>Continue to develop the use of the CIRCLE resources and review the 'We Were Expecting You' documentation to ensure they are effectively supporting learners in the classroom. These tools will be used to help create inclusive, well-prepared learning environments that meet the needs of all pupils.</p>	<p>DHT –CS - Aug 25 – June 26</p>	<p>Classroom Observations & QA: Monitor how effectively staff are applying CIRCLE and <i>We Were Expecting You</i> strategies through learning visits, observations, and environment audits.</p>	
<p>To ensure we have happy, settled and engage pupils who are supported in their lives.</p>	<p>Implement and utilise HWB assessments, including PASS surveys, to enable a holistic view of each pupil's health, wellbeing, and readiness to learn; link these to CIRCLE's environment and supports framework and analyse the resulting data to identify tailored, actionable next steps for every pupil.</p>	<p>DHT –CS - Aug 25 – June 26</p>	<p>Pupil Support Evidence: Track improvements in pupil engagement, behaviour, and support through staged intervention plans, teacher feedback, and pupil voice.</p>	

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Improved observation process will directly link to attainment by identifying progress gaps, enabling timely interventions, and tailoring learning experiences to enhance pupil outcomes and improve staff interactions will pupils.	Improve interactions and observations within the Early Years Centre by introducing a new observation process designed to support more effective tracking of pupil achievements and attainment.	EYC Manager Aug 25 – June 26	<p>Learning Journal & QA Feedback: Monitor the quality and frequency of recorded observations in Learning Journals, ensuring they clearly show pupil progress and next steps through regular quality assurance checks.</p> <p>Tracking Progress: Use the new observation data to track individual pupil development in key areas (e.g. communication, social skills, early literacy/numeracy) and analyse patterns across the EYC to inform planning and intervention.</p>		
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PRIORITY 3 - Improve attendance, strengthen family engagement, and promote wider achievement by developing positive relationships and targeted support, aligned with QI 2.5 (Family Learning), QI 3.1 (Wellbeing, Equality and Inclusion), and QI 3.2 (Raising Attainment and Achievement).

Strategic Objective:

To improve attendance, increase opportunities for wider achievement, and strengthen positive relationships across the school and Early Years Centre by enhancing family engagement and embedding a values-based behavioural approach.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing	5. School & ELC improvement 3. Parent/carer involvement and engagement	2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality

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2. Closing the attainment gap between the most and least disadvantaged children and young people	6. Performance information		Choose an item.
<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> <p>Current attendance rates stand at 89.71%, which is below the authority average. Additionally, 38.1% of pupils have attendance below 90%, significantly impacting learning continuity and contributing to challenges with attainment.</p> <p>The primary concerns since in post were relationships across the school and instances of unwanted behaviours. While these issues have significantly decreased in recent months, establishing a consistent approach—supported by a policy developed with a values-based specialist supported through PEF funding—will ensure ongoing consistency and positive behaviour throughout the school.</p> <p>A significant percentage of pupils across the school currently lack opportunities to engage in wider achievements, including attending clubs and extracurricular activities. Only 53% of parents reported that their child had access to such clubs. The limited number of clubs available is an area we aim to address in order to improve pupil wellbeing and provide more enriching experiences.</p> <p>In a survey conducted in February 2025, only 65% of parents/carers reported receiving regular and helpful feedback about their child. Therefore, introducing a mid-term report and implementing a Learning Café programme to share pupils' work and learning are planned to strengthen home-school links and improve communication with families.</p>			

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PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Improve attendance rates by promptly identifying and addressing absences. Ensuring pupils receive consistent learning opportunities, reducing missed education.</p> <p>Provide targeted support to families facing challenges, helping remove barriers to regular attendance.</p> <p>Ultimately, enhance pupils' progress, engagement, and overall wellbeing through increased school presence.</p>	<p>Implement robust tracking and monitoring system for attendance across the school and Early Years Centre linked to the NAC policy. Address attendance daily and utilise the Area Inclusion Worker to support hard-to-reach families by providing targeted support and services aimed at removing barriers to regular school attendance.</p>	<p>HT Aug 25 – Jun 26</p>	<p>Attendance Data Analysis: Track overall attendance rates monthly, comparing against baseline figures to monitor improvements across the school and EYC.</p> <p>Target Group Monitoring: Identify and monitor pupils below 90% attendance. Measure reductions in the number of pupils classed as persistently absent over time.</p>		
<p>Strengthen home-school partnerships by actively involving families in their children's learning.</p> <p>Enhance pupils' learning experiences through increased parental support and understanding.</p> <p>Foster a supportive community that values education and encourages ongoing engagement.</p>	<p>Implement a Learning Café programme across the school, holding 3 sessions per year to share learning and actively engage families. Additionally, offer a range of family learning events in both the school and Early Years Centre, tailored to the needs of our pupils, such as literacy and numeracy workshops.</p>	<p>PT – HY /EYC Manager Aug 25 – Jun 26 3 sessions across the year</p>	<p>Parent/carers data collected on attendance rates.</p> <p>Parent/carers survey (pre and post data collection).</p>		

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<p>Implementing this policy will create a positive, consistent environment that fosters respectful relationships, reduces behavioural issues, and enhances pupil engagement and learning across the school.</p> <p>Strengthen positive relationships, promote emotional wellbeing, and create a supportive classroom environment that enhances engagement and learning.</p>	<p>Collaborate with a behaviour specialist (BD) to develop and implement a whole-school positive relationships policy, grounded in a values-based behavioural approach, to support all pupils and staff across the Early Years Centre and the wider school (Policy).</p>	<p>DHT – CS Aug 25 – June 26</p>	<p>% rates of assure incident will reduce.</p>		£15,000
	<p>Continue to embed values-based relationships through ongoing use of the CIRCLE resource in classrooms, building on improvements in the learning environment.</p>	<p>DHT – CS Aug 25 – June 26</p>	<p>% rates of behavioural incidents will reduce.</p> <p>Annual Parent/carers survey % data on behaviour in the school will improve.</p> <p>Introduce an annual pupil survey and % data on behaviour in the school will improve.</p> <p>Observing more positive pupil interactions and respectful relationships in classrooms, as evidenced through learning walks, observations, and behaviour tracking.</p> <p>Reduction in low-level behaviour incidents and increased pupil engagement, indicating a more inclusive and supportive learning environment through classroom monitoring observation paperwork.</p> <p>Improved learning readiness and emotional regulation, particularly among pupils with additional support needs, tracked through wellbeing assessments (PASS).</p>		

Commented [SM1]: Have you identified who this is?

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<p>Provide pupils with greater access to diverse extracurricular activities, promoting physical health, social skills, and personal interests.</p> <p>Increase engagement and motivation through recognition of achievements and celebration of success.</p> <p>Foster a sense of pride and community within the school, boosting pupil self-esteem.</p> <p>Strengthen connections with the local community, enriching learning opportunities</p>	<p>Ensure a robust and varied offering of sporting and non-sporting clubs across all stages of the school. Maximise use of local community resources, such as the Tennis Centre and Circuit, to provide additional opportunities for pupils. Implement a tracking system to monitor pupil participation in wider achievements. Establish a pupil-led celebration system, such as a floor book, to recognise achievements, boost pupil self-esteem, and raise the profile of the school.</p> <p>Apply for the Sport Scotland Award to celebrate and recognise improvements in this area.</p>	<p>PT - LP Aug 25-June 26</p>	<p>Increased participation rates in clubs and activities across all stages, tracked through a new monitoring system.</p> <p>Positive pupil feedback gathered through pupil voice activities, surveys, or focus groups, reflecting enjoyment and participation.</p> <p>Improved wellbeing indicators, such as increased confidence, engagement, and reduced behaviour incidents.</p> <p>Recognition through external validation, such as achieving the Sport Scotland Award.</p> <p>Parent/carer feedback showing increased awareness and value of wider achievement opportunities.</p>	<p>£4, 039</p>
<p>This will give learners and staff a stronger voice in the school, boost confidence and leadership skills, and create a more inclusive and engaging school environment.</p>	<p>Introduce and strengthen staff and pupil leadership through the establishment of dedicated committees, empowering both groups to actively contribute to school improvement. This collaborative approach will enhance the overall school experience by fostering</p>	<p>PT – KS – Aug 25 – Jun 26</p>	<p>Measure progress by identifying the number of pupils involved in committees and gather feedback from pupils and staff on their influence and experiences, and monitor the implementation of committee-led initiatives that positively impact the school community. (Pupil Survey on reading engagement)</p>	<p>£ 27,020</p>

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	ownership, developing leadership skills, and ensuring that pupil voices directly influence decision-making and school initiatives. E.g Reading for engagement committee re designing school library.				
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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:		HT – Gordon Wilson		
Carry forward:	£21, 237	Total Allocation:	£170,275	Total: £191, 512

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?
Improved behaviour and relationships foster focus, motivation, support, and confidence, all of which boost performance and close attainment gaps.	Children will feel more secure in the school environment, less disruptions in class and playground will mean more focus on teaching and learning.	Collaborate with a behaviour specialist to enhance behaviour and relationships school-wide, while upskilling staff through weekly Tuesday sessions. Additional PSA support will be provided to manage dysregulated behaviour, promote co-regulation, and refocus their role in supporting students through targeted	DHT – CS – Aug25 – Jun 26	£15, 000 – All day Tuesday session for BD to work with staff, pupils and families. £29, 813.29	% rates of assure incident will reduce. % rates of behavioural incidents will reduce. Annual parent/carers survey % data on behaviour in the school will improve. Introduce an annual pupil survey and % data on behaviour in the school will improve. Observing more positive pupil interactions and respectful relationships in classrooms, as evidenced through learning walks,	

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		interventions to raise attainment.			observations, and behaviour tracking.	
Improve reading engagement across the school by providing a new stimulating environment that encourages pupils to read.	Updating the library and improving the environment creates an engaging, inviting space that encourages children to explore books and develop a reading habit.	The Pupil Committee will design, create, and purchase new resources, including a complete environmental revamp. Pupils will develop an action plan, fostering leadership skills.	PT – KS – Feb 26	£27, 020.19 Buying new furniture, resources and books.	Reading Progress: Assess reading levels, fluency, and participation in reading programs. (Pm reading) Feedback from Pupils and Staff: Collect opinions on the revamped space and resources.	
Attainment gap for learners in literacy and numeracy.	Improved attainment and engagement in learning.	Staff will be trained to use interventions and timetabled to work with certain pupils based on data.	DHT March 2026	£900 – Buying new interventions including 5 min boxes, Nessy etc.	Success will be evident in improved attainment during individual assessment records from each intervention.	
EYP to improve literacy and numeracy attainment skills in P1.	Improved attainment and engagement in learning.	EYP will work with P1 staff to support play based learning and complete focussed group working on phonics and numeracy skills.	DHT Aug 25- Jun 26	£17,409.52	CfE attainment levels, pre and post-test data collection including phonics and numeracy.	
Technology resources to support pupils in learning and support learners with barriers to literacy specifically in writing.	Support pupils in their learning and be able to achieve success. Use of laptops and text to speak functions to evidence progress.	Collaborate with staff to audit available IT resources supporting pupil needs across the school. Use tracking data and next steps to identify students requiring ICT	HT/DHT – Nov 26	4321.37 – purchasing of laptops and lpads.	CfE data Tracking Meeting and QA evidence.	

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		resources to enhance their learning.				
Promoted PT post to ensure a robust and varied offering of sporting and non-sporting clubs across all stages of the school.	More opportunities for personal and wider achievement. More equity of opportunities as pupils' participation will be tracked.	Increased sporting and non-sporting clubs and use of local facilities to enhance learning opportunity for pupils.	PT	£4,021 – PT enhancement.	Increased participation rates in clubs and activities across all stages, tracked through a new monitoring system.	