



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	St. Augustine's Primary School
Empowered Cluster:	St Andrew's & St Ambrose
Head of Establishment:	Mr Stephen Duffy

Improvement Plan Summary	
Priority 1: Attainment & Achievement	To improve outcomes for all learners, in Literacy & Numeracy, through improved learning, teaching and assessment by June 2027.
Priority 2: Wellbeing & Inclusion Attendance & Engagement	To improve learner Health & Wellbeing by engaging effectively with Curriculum Improvement Cycle, reducing attendance gap between Q1 and Q5 >3 -5%
Nursery Priority:	By June 2027, almost all learners will benefit from environments which nurture children and promote and stimulate learning.

Key Date	Focus Area
12th June 2026	Submit AIP to EFM and QISSIP-SIR@northlan.gov.uk
4th December 2026	Complete RAG status in AIP (<i>Including PEF RAG status</i>) (No submission, EFM discussion only)
19th March 2027	Complete RAG status in AIP (No submission, EFM discussion only)
18th June 2027	Full submission of AIR: Summary of progress toward priorities, all QIs & PEF update

Establishment Vision and Values

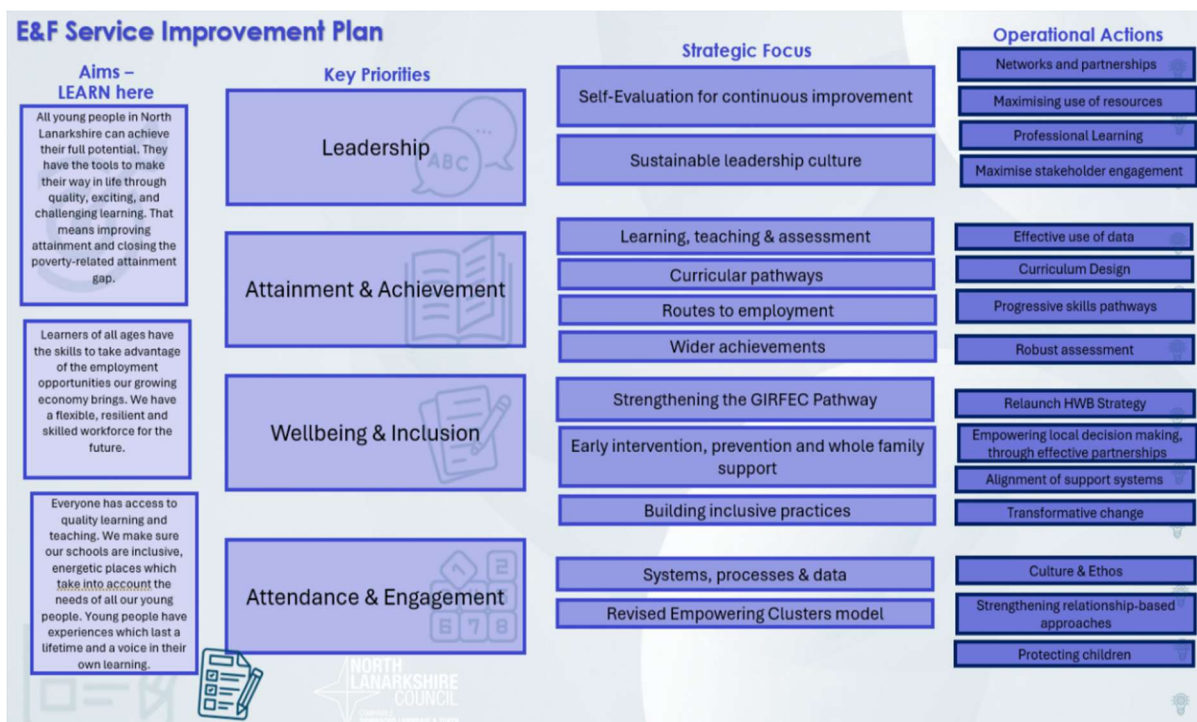
St. Augustine's Primary School and Nursery Class is a Roman Catholic school situated in the centre of Coatbridge. The roll for session 26/27 has increased from 291 to 299 with an additional 45 pupils in the term time nursery. The school and nursery has a wide demographic with families residing in SIMD 1 – 9. At present our records indicate 35% of our pupils (104 pupils) reside within SIMD 1 and 2 (equating to approx 34% for each class). 26% of our pupils reside in SIMD 8-9 (77 pupils). The school is currently staffed with Head Teacher, one Depute Head Teacher, one Principal Teacher and a staffing complement of 16.4 teachers with several job share positions. Our additional staffing includes one match funded position via PEF and a probationer teacher bringing our overall staffing to 17.4fte. Additional staffing will focus on interventions for literacy, numeracy and nurture for noted pupils and cohorts across all stages. The nursery has a staff of 8 including a Lead Practitioner post. This session the school operates with 12 classes with several composite classes enabling a collegiate culture across the school with stage partners working closely together to jointly plan and moderate.

A strong partnership with St. Augustine's Parish is highly evident with Gospel values regularly shared and a strong Catholic ethos central to the community of faith and learning. Our focus on developing the whole child, faith formation and understanding that all behaviour is communication has led to a strong nurturing approach that has supported pupils and their families in meeting pupil needs. Our school ethos is enshrined in promoting all pupils to be the best version of themselves. This takes place within the wider context of value based weekly and monthly assemblies, regular partnership working with Depute Head Teacher (Pastoral Support – delivery of Seasons for Growth, LIAM Programme, Drawing and Talking Therapy, Sand Therapy), Cluster Support Teacher, Support staff, School Counselling Service, Educational Psychologist, Community Learning and Development and Social Work. The school has had no exclusions for a number of years and continues to work in partnership with parents, stakeholders (including We Aspire College and Virtual School) and third sector providers. Partnerships with Summerlee Heritage Centre, St. Andrew's Hospice, New College Lanarkshire, Strathclyde University, Glasgow Science Centre and many local businesses also work to support the school in terms of enhancing our bespoke curriculum offer that supports pupil need and our work around STEM. Our Parent Council and PTA play a vital and highly effective role in helping to build our community of faith and learning, actively supporting the school, running our school careers fair and regularly seeking ways to inform parents of the work of the school and to bring about enhancement to pupil experience and school infrastructure.

Prior to a follow up visit by HMIE in 2018 the school revisited our vision and values and agreed a set of values, in consultation with staff, pupils and parents, – respect, kindness, fairness, equity and faith. These are now devolved to class charters. We revisited our curriculum rationale in 24/25 and updated our rationale to fully reflect the work of the school and our established links in the community. This evolved our values and are enshrined in our vision & values statement of Apply, Learn, Achieve Together in Faith. This is beginning to be embedded in Makaton and weekly assemblies. We also promote the old school latin motto of 'tolle lege' meaning 'take up and read' found on our school badge that also reflects our current drive to become the highest accredited Reading School. We ensure our values are regularly shared with pupils and are widely on display around the school particularly as we continue to work towards achieving the Gold Award for Rights Respecting School.

Audit and Consultation

In arriving at our improvement priorities, the establishment has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.



Details of consultation (pupils, parents/carers, partners)

Details of engagement with parents/carers

Sharing School Improvement Plan with Parent Council
 Parent Council Meetings
 Audit of parents views twice per session
 Monthly Newsletters provide regular updates on progress
 Meet the Teacher event
 Curriculum workshop – Reading Schools Activities
 Community Performances
 Social Media channels including – SWAY, Website, Groupcall and Facebook

Details of engagement with Learners

Child Friendly School Improvement Plan shared with Learners through assembly
 Pre/post questionnaires linked to all School Improvements
 Increased pupil voice within Focus Groups
 Thinking Thursday's leadership groups (100% school population)
 Pupil Surveys – November and March
 Learner conversations (termly)
 Pupil Council & Parent Council engaging together

Details of engagement with partners

School survey for all visiting partners using QR codes
 Parish partnership
 CLD partnership working
 CLD workshops & Family Learning opportunities for P1
 Cluster/Family Group engagement
 Virtual School

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. **(This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)**

	Priority 1	Priority 2	Nursery
Year 1: Session 2026 - 2027	To improve outcomes for all learners, in Literacy & Numeracy, through improved learning, teaching and assessment by June 2027.	To improve learner Health & Wellbeing by engaging effectively with Curriculum Improvement Cycle, reducing attendance gap between Q1 and Q5 >3 -5% by June 2027.	By June 2027, almost all learners will benefit from environments which nurture children and promote and stimulate learning.
Year 2: Session 2027 - 2028	LTA, Attainment, Achievement: Play & Enquiry	Curriculum, Inclusion & wellbeing: Design/Rationale	EY: High Quality Play/Transitions
Year 3: Session 2028 - 2029	LTA, Attainment, Achievement: Play & Enquiry Refresh LTA policy	Curriculum, Inclusion & wellbeing: Design/Rationale Refresh Vision/values	EY: High Quality Play/Transitions Outdoor Environment

Guidance for Nursery Classes

When identifying improvement priorities, Head Teachers should ensure that nursery classes are fully and appropriately reflected. This can be achieved either by setting a distinct improvement priority (or priorities) specifically for the nursery class, or, where analysis of data and self-evaluation indicate that the priority applies to the whole establishment, by including at least two expected outcomes that are explicitly focused on early years.

In all cases, improvement planning should be rooted in robust self-evaluation and written to reflect approaches and actions that will deliver the best possible outcomes for children, taking account of developmental stage, pedagogy and the unique context of early learning and childcare. Within the checkpoints, all evaluative statements must also reflect the journey of improvement in early years.

2026-27 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	To improve outcomes for all learners, in Literacy & Numeracy, through improved learning, teaching and assessment by June 2027.
Person(s) Responsible Who will be leading the improvement?	SMT, ESO - LTA, Moderation & Assessment Lead, Literacy & Numeracy coaches, Teaching staff

(Please insert the relevant codes which can be found in Appendix 1)

NIF Priority: 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing;	NIF Outcome(s): 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
NLC Priority: 1. Leadership 3. Attainment & Achievement	QI: 1.1: Self-evaluation for self-improvement, 1.2: Leadership for learning, 1.3: Leadership of change 2.3: Learning teaching and assessment, 2.4: Personalised support, 2.5: Family learning 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement

Developing in Faith/UNCRC: Developing in Faith 2,3 and 6, Article 3, 12, 28,29

Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?

Our data is robust and gives a clear indication of attainment, gaps and pupil needs at all stages. There is clear evidence in our tracking that progress and improvement in attainment levels are evidenced from one stage to the next (and also at key points in the school year) with individual pupil learning journeys transferred from one stage to the next. Pupils are well tracked at all stages in Literacy and Numeracy with our recent attainment data indicating continued gains in attainment for Pr. 1, 4 and 7. Our combined attainment is above NL averages – Literacy 88%- 90%, Numeracy 89%. Our attainment data also indicates a small to high percentage of pupils sitting on amber for aspects of literacy and numeracy. Focused interventions at the universal and additional level is our agreed action to impact attainment and narrow the gap. Our priority next session will be a continued focus on approaches to pedagogy for literacy, numeracy and play pedagogy including further embedding Big Writing to support the delivery of a consistent writing programme and the use of PUMA assessments for Maths that link more directly with the Benchmarks and will assist teachers to address gaps in learning and support professional judgement. The school aims to continue to narrow the attainment gap at noted stages using interventions, additionality in staffing for targeted supports, improved parental engagement through parent workshops, information leaflets and continued attainment reviews.

In 22/23, overall combined literacy and numeracy ACEL data in surpassed 22/23 target of 70.8% in literacy and 75% in numeracy.
The school has a noted history of high attainment, specifically but not exclusively to the higher quintiles.
For 2023/24, through significant universal and additional intervention, ACEL data across all quintiles went beyond NLC stretch aims of 76% Literacy and 81% Numeracy.

In 2024/25 & 25/26, there was a high level of ASNA staff and teaching staff absence – specifically at key stages of P1 & P4 - contributing to an inconsistency of learner experience. A few learners have attendance, lateness issues and a few require a soft start to the school day.
In order to achieve consistency of learner experience and improve learner participation & engagement, all staff will undertake bespoke training through NLC Learning, Teaching, Assessment core programme.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

Learning Teaching Assessment & Moderation bespoke training delivered by ESO - £50 per session. Minimum 2 sessions.
Day Dream Believer – Project Based Learning – free
Play & Enquiry ESO support - free
Partnership with Playback to support all practitioners with the use of data in the effective planning of high quality learning - £1,600

<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>			<u>Checkpoint 2 March</u>		
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative short/medium/long term)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
1. Almost all learners will engage in high-quality literacy and numeracy learning experiences daily.	<u>Teacher Professionalism</u> All staff to effectively share learning intentions, success criteria in high-quality literacy & numeracy experiences <u>School Improvement</u> All staff to improve knowledge & understanding of Play & Enquiry <u>Assessment of Children's Progress</u> Almost all learners will be highly engaged in literacy & numeracy lessons.	<u>Baseline Data for Play & Enquiry Journey</u> In a total of 50 lessons ... % shared learning intentions and success criteria. Within a sample of between 15-20 learners% were able to discuss learning intentions. Staff Survey will indicate improved knowledge and understanding of Play & Enquiry MS Form will gather learner data about their engagement in learning. ...% feel engaged in learning.						
2. All staff will record, analyse and use assessment data effectively to plan/evaluate learning and teaching	<u>Teacher Professionalism</u> Planned collegiate opportunities for data analysis using a Fact Story Action model. Adopt a coaching and mentoring approach to support colleagues with data analysis. <u>School Improvement</u> All staff to improve confidence in working with data through High quality CLPL offered by Playback. <u>Assessment of Children's Progress</u> Learner pace and challenge linked to assessment. Regular dialogue and 3x tracking meetings per year with SMT	<u>Qualitative Data</u> Annotated Forward Plans and Assessment Calendar to form the basis for effective planning/evaluating learning teaching Most learner conversations and pupil focus groups can discuss progress in learning <u>Quantitative Data</u> Pre/post Questionnaire focused around GTC standards, specifically 3.1.4 – use of data Collegiate tracking meetings with SMT will set short/medium/long term targets for cohorts						
3. All learner gaps at all levels will be identified and addressed through appropriate Intervention.	<u>Teacher Professionalism</u> Staff will utilise the expertise of Literacy, Numeracy Coaches and Attainment Teacher to help inform planning, choose appropriate resources and intervention to meet the needs of all Learners. Plan collegiately for additionally in literacy and numeracy to ensure continued progress for learners requiring support. <u>Performance Information</u> DHT will track and monitor 'value added' of all literacy and numeracy interventions through rigorous pre/post assessment of all learners evidenced in Assessment Calendar <u>Assessment of Children's Progress</u>	<u>Quantitative Data</u> Assessment timelines for both literacy & maths for each cohort: % learners gained months over 12 week intervention Reduced the learners on /additional and intensive intervention by% % learners gained months over 10months universal offer						

[illegible]

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	To improve learner Health & Wellbeing by engaging effectively with Curriculum Improvement Cycle, reducing attendance gap between Q1 and Q5 >3 -5%
Person(s) Responsible Who will be leading the improvement?	SMT, Health & Wellbeing champions, Teaching staff, Pupil Voice, CLD

(Please insert the relevant codes which can be found in Appendix 1)

NIF Priority: 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most & least disadvantaged children and young people	NIF Outcome(s): 1. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families and communities, in line with the GIRFEC approach 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all
NLC Priority: 3. Wellbeing and Inclusion 4. Attendance and Engagement	QI: 2.2, Curriculum, 2.4 Personalised Support, 2.5 Family Learning, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement

Developing in Faith/UNCRC: Developing in Faith 2,3 and 6, Article 2,3,12,23,28 and 29.

Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?

Our Curriculum Rationale was refreshed 23/24 recognising our unique context. Our Health and Wellbeing offer is central to GIRFEC – universal (Jigsaw, Emotion Works, our nurturing approach), additional (nurture programme, Seasons for Growth, Arts Therapy) and intensive (LIAM Programme, Drawing and Talking Therapy, Sand Therapy, School Counselling service) alongside digital provision (Kooth), learning for sustainability, STEM, 1+ 2 Languages, Expressive Arts and skills for learning, life and work contribute to our curriculum rationale.

We were awarded the Digital School Award in June 2023 in recognition of the significant level of work undertaken across the school and nursery to enhance the quality of teaching and learning and have been recognised at authority level for our provision for School Sports – NL School Sports Award Winner 2019 and renewed School Sports Award 2024 - 26. Our school teams were NL Netball Champions (2 consecutive years) and Gaelic Football Champions (9 years in a row). We are currently working towards our 6th Eco Flag and have won the Social Enterprise Academy Award (each year since 2023) for our Pr. 2 Enterprise work. Our focus on STEM remains in place this session as we work to fully implement our progression pathway that makes full use of our STEM resources, our links with West Partnership, Glasgow Science Centre, Strathclyde University and NL authority support. We aim to provide increased opportunities for children to learn about the world of work and to develop leadership roles as STEM Ambassadors.

In reviewing our Curriculum Rationale, we have reviewed other aspects of our work as a school that also define who we are and how we are trying to build citizens of the future. Our work on RRSA and our response to Laudato Si by Pope Francis means we have an opportunity to implement a Curriculum Rationale that improves learner's experiences by promoting creativity, innovation and sustainability with clear links to Rights Respecting School and Laudato Si. We aim to achieve RRSA Silver award this session and work towards Gold Award in the coming years and to link our work as a school with the goals of Laudato Si. We submitted a strong body of evidence to SCES in May 2026 with evidence of children leading as Stewards of Creation, looking after each other and our Common home. We aim to audit, create an action plan and evidence our work across the school to gain the Cyber Resilience and Internet Safety Award this year in recognition of the whole school focus on digital literacy ensuring our children safely develop skills for learning, life and work.

The Curriculum Improvement Cycle brings opportunities for familiarisation with new terminology and draft technical frameworks. Flexibility will be incorporated into our curriculum offer to ensure all stakeholders can respond appropriately to local authority and national expectations, as well as evolving professional learning needs. This opportunity in Health & Wellbeing can be used to improve curricular offer for Q1 learners to improve learner attendance and engagement.

To sustain curricular offer in Health & Wellbeing for Q2-Q5 the school will continue our preparation for accreditation visit for Silver RRSA, further develop our curriculum rationale as we work towards becoming a fully accredited Reading School (Gold Framework) , continue to sustain our school ethos as a Laudato Si school by developing more community and parish links and promote parental engagement by way of class, school showcase events (STEM, Art Exhibition, Open Afternoons, play sessions, community events).

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.

Education Scotland Resources - free

UNICEF resources - free

NLC Resources - free

Reading School Gold Award Resources - £1k

<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>	<u>Checkpoint 2 March</u>		
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes	RAG Status Tick progress toward outcomes		
1. Through CIC, almost all staff will become confident in developing HWB curriculum to ensure Q1 learners have increased opportunities to develop skills, knowledge, attributes needed to achieve leading to improved attendance	<u>Teacher Professionalism</u> Collegiate working to engage with new terminology and draft technical frameworks <u>School Improvement Assessment of Children's Progress</u> All staff will carry out a Plan, Do, Study small test of change to support HWB for Q1 learners in all cohorts <u>Performance Information</u> SMT to review attendance procedures and identify patterns of absence for Q1 learners. Attendance to improve through targeted family support	<u>Quantitative Data</u> Pre and post - questionnaires Staff/Partner Agency Feedback Monthly Attendance Performance FVWL RIC Attendance Self Evaluation Toolkit Link to NL Dashboard and use as a measure of improvement and with comparator schools. <u>Qualitative Data</u> Ongoing professional dialogue Working Parties Learner Conversations Detailed Forward Planning Q1 Learner Focus groups				
2. Almost all Q1 learners requiring additional/intensive Health & Wellbeing support will benefit from appropriate interventions by DHT and appropriate family learning opportunities	<u>Teacher Professionalism</u> Refer Learners below 70% attendance to empowered cluster for additional/intensive HWB support <u>Performance Information</u> DHT to plan, monitor and evaluate interventions that will improve Q1 learner Health & Wellbeing. P5-7 target group to receive 'LIAM' HWB intervention 6week for supporting anxiety linked to attendance <u>Parental Engagement</u> HWB offer for all Q1 families, multi agency CLD work targeting early intervention P1-4	<u>Quantitative Data</u> Stirling Wellbeing Scale Monthly Attendance Performance Staff/Partner Agency Feedback HWB Tracking Data Pre/post LIAM surveys MS Form parent questionnaires <u>Qualitative Data</u> Ongoing professional dialogue Learner Conversations Q1 Learner Focus groups Empowered Cluster minutes of meetings CLD Feedback				

3. To further embed the <i>‘Reading Schools Award’</i> to continue to build towards ‘Gold level’ status. Sustain a Wellbeing linked to reading for enjoyment culture that promotes high engagement.	<u>Parental Engagement</u> Parents/carers will support a reading culture within the school. <u>Teacher Professionalism</u> Reading Schools working party to create and implement action plan in order to attain Reading Schools Award <u>Performance Information</u> School will be accredited as a Gold ‘Reading School’ promoting a reading culture	<u>Quantitative Data</u> Pre/post participation & engagement survey Summer Reading Challenge Stats Reading Award Certificate <u>Qualitative Data</u> Reading School Working Party Action Plan Teacher Interviews Local library involvement Parents/Carer feedback						
4. Attain the <i>‘Rights Respecting’</i> Silver Award by increasing pupil voice. Introduce monthly <i>‘Thinking Thursdays’</i> and improve <i>‘Come & Chat’</i> surgeries, ensuring a rights-based committee approach that evidences increasing Q1 learner engagement levels .	<u>School Improvement</u> All Learners will be included in a ‘Thinking Thursday’ committee Committees will have roles of responsibility leading school improvement Learners will be part of an audit/visit from Rights Respecting Schools	<u>Quantitative Data</u> Pre and post pupil surveys Detailed Weekly Plan Ongoing professional dialogue <u>Qualitative Data</u> Principal Teacher Leadership project Thinking Thursday Committee notes Come and Chat surgery minutes						

Checkpoint 1 Progress Evaluation Statement (December)

Checkpoint 2 Progress Evaluation Statement (March)

2026-27 Improvement Plan

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, almost all learners will benefit from environments which nurture children and promote and stimulate learning.
Person(s) Responsible Who will be leading the improvement?	HT, Lead Practitioner, Quality Team, Nursery Staff, Parents as Partners

(Please insert the relevant codes which can be found in Appendix 1)

NIF Priority: 1.1 Improvement in attainment; particularly in literacy and numeracy HGIOELC: 3.2 Securing Children's Progress	NIF Driver: 2. Teacher & Practitioner Professionalism 4. Assessment of Children's Progress 5. School & ELC Improvement
NLC Priority: 1. Improvement in attainment, particularly literacy and numeracy	QI: 3.2 Securing Children's Progress

Developing in Faith/UNCRC: N/A

Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?

The nursery enjoyed a highly successful Care Inspectorate Inspection in December 2021. This led to gradings of Very Good for all 4 areas. This was most warmly received at the time and gave due recognition to an excellent team who were fully committed to ensuring a quality service was provided for all children and where all staff felt valued and supported to meet the needs of all children. 2023 – 2024 saw a change in staffing which meant the service ran without a Lead Practitioner for one year. Kimberley Rooney commenced her post as Lead Practitioner in Aug 24 and identified aspects of service delivery that required a review of practice. Staff recognised the need to review roles, responsibilities and remits. Through a process of self-evaluation nursery staff have continued to review a few priorities that included a renewed engagement with professional reading- Realising the Ambition, Play to Thrive and Play Pedagogy and the nursery environment. Staff also undertook a series of training sessions with Glasgow University, Adults as Doers, Children as Doers- focusing on learning environment, high-quality play, observations, progression in play. These training sessions were highly impactful and positively impacted the learning environment and the quality of engagements.

Staff engaged throughout the year with NL Early Years Development Officers to implement Loving Lunches. This is now fully implemented, involving two sittings creating an environment that is both calming and nurturing whilst providing choice and developing social and self-help skills.

Parental engagement was identified as a key priority for the next session building on the willingness of parents to engage in workshop opportunities (Solihull training) that could not be capitalised upon this session – nursery staffing issues and CLD staffing. The nursery responded to this issue by way of introducing and running highly successful Cook-along sessions that engaged most families. It was also agreed that focused work in partnership with Speech and Language Therapists was essential to support the evident needs emerging among children attending the nursery. The Nursery had a clear focus last session to develop the nursery environments. This is well underway with all staff and children involved in planning for future developments. However, session 25-26 was impacted by high staff absence and ever-changing Quality Team. Session 26-27 has seen the Lead Practitioner begin with long term absence and a high turnover of new staff. The improvement work will align closely with Appendix 2 of NLCs ELC 3year Quality Improvement Framework.

Resources: Please include costs and, where relevant, state where cost is being met from.

Indoor space Play materials – 2.5k

Checkpoint 1 Progress Evaluation Statement (December)									

Checkpoint 2 Progress Evaluation Statement (March)

PEF ALLOCATION:

£ 75,600

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES
Pupil Equity Fund Plan 2026-27
*(Random sampling of PEF Plans
will continue throughout the session).*



RATIONALE FOR PEF PLAN

Please detail below the poverty related gap which you are addressing and the data which supports your rationale.

Literacy Attainment Gap of Q1-Q4/5 – 20%,
Q1 = 71% Q4/5 = 91%, still above NLC stretch aims. Highlighting that Q4/5 continuing to improve subverting NLC narrative. NLC stretch aims for Q1 – 73%

Numeracy Attainment 0.1& upwards trend.
82% NLC currently 80%cluster – 82%, Q5 higher – are being stretched but gap is wider.
Does depend on cohort – steady improvement over time.

Baseline data around participation measure of wider achievement – poverty related gap identified.
School reputation for successes and wider achievement needs continued investment and funded to improve participation measure.

What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker)	Intended Outcome/Impact	Evidence/Measures	Detailed Costings	<u>December Checkpoint</u>
	Please describe your planned use of PEF allocation and what you intend to achieve.	Please indicate what pre and post assessment measures you will use to evidence impact.		RAG Status Tick progress toward outcomes

Select From: attainment & achievement, attendance, inclusion, participation, engagement.						
Q1vQ5 Attainment & Achievement	PEF Match Funding – Raising Attainment 2.6 FTE additional teaching staff (match-funded) These additional teaching staff will continue to target Raising Attainment, carrying out baseline and ongoing assessments (including strategic use of standardised assessments) and delivering a range of targeted literacy, numeracy and health & wellbeing interventions (support and challenge) to small groups and individuals.	<i>Early/Primary YARC PM Benchmarks Big Writing – RW Criteria Pre/post LIAM surveys SDQ Questionnaires</i>	£49, 203			
Q1vQ5 Engagement	Training Investment in NLC Training in Play & Enquiry to develop and enhance the universal offer within classrooms to improve engagement from most learners engaging in learning to almost all. Environment and resources are a consideration for school improvement in this area.	<i>Leuven Scale Learner Conversations Observations</i>	£ 3, 780			
FME Inclusion	P5 Swimming Funded via our PEF allocation for all Pr. 5 pupils to receive a block of swimming instruction and dry sports coaching at the Time Capsule for a 12-week block. Our commitment to this school provision ensures equity for all pupils and the opportunity to learn important life skills that enable pupils to fully participate removing barriers to sport and inclusion.	<i>Pre/Post Survey Attendance Statistics Learner Conversations Observations Performance</i>	£ 2, 180			
FME Inclusion	P6 Palace-Rigg/P7 Residential Ensure all Pr. 6 pupils could take part in the Palace-rigg Park outward bound activity this session through a commitment to fund all pupils in receipt of FSM. We also provided all Pr. 7 pupils with the opportunity of a 2 day residential at Abernethy with all pupils in receipt of FSM entitled to a significant reduction in the cost of the trip subsidised with PEF money.	<i>Pre/Post Survey Attendance Statistics Learner Conversations Observations Performance</i>	£ 2, 346			
Q1-Q2-Q3-Q4-Q5 Participation	Wider Achievement Provide a Gaelic Football programme that is delivered throughout the year, to mainly Pr. 7 pupils, developing transferable skills in team play that offer opportunities locally to engage in an afterschool club. This has led to cohorts of pupils playing the sport at national level and travelling extensively to Ireland and England for competitions. St. Augustine's have held St. Patrick's Gaelic Football Shield for the last 10 years and won this year's inter school cup leading to an uptake in the sport beyond school. The school are in Partnership with Playback to track Wider Achievement through Out of School Hours Learning and funds used to create other opportunities to achieve assuming responsibility for travel costs.	<i>Playback Tracking & Monitoring Dashboard</i>	£18,091 (uncommitted)			
Total PEF Spend			£57.509			

Appendix 1:

When considering your School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4	National Improvement Framework
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability <u>Quality Improvement Framework for ELC</u> Leadership Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces Children experience high quality spaces Children play and learn Play and learning Curriculum Learning Teaching and Assessment Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection <u>PEF INTERVENTIONS</u> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education; 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people ; 5. Improvement in attainment, particularly in literacy and numeracy. NIF Outcomes 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact <u>EDUCATION AND FAMILIES' PRIORITIES</u> 1. Leadership 2. Attainment and Achievement 3. Wellbeing and Inclusion 4. Attendance and Engagement	
Developing In Faith <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i> 1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		