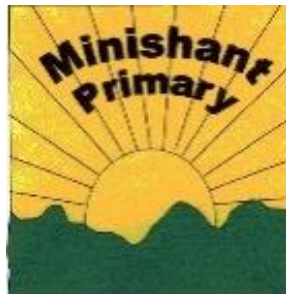




Minishant and Crosshill Primary Schools and Early Years Centre

School Improvement Plan: August 2026 – June 2027





Vision and Values

At Crosshill Primary School and Early Years Centre we aim for high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, kind and honest with one other.

Everyone at the school wants to play their part in making Crosshill, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability...

Respect

Kindness

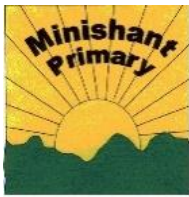
Honesty

Vision

In our rural village setting, our aim is to create a happy, nurturing school where children are inspired to explore, learn, and grow. We value each individual, promote respect and inclusion, and work together to shape passionate, thoughtful learners who care for others and their community.

Motto

Be kind, be smart, be you!



Vision and Values

At Minishant Primary School we set high standards with the view to giving our young people the best possible start in life – through nurture, meaningful learning experiences, and by fostering resilience and confidence to thrive in a changing world. We strive to do our best in all areas, we understand the importance of effective communication and the need to be respectful, friendly and kind with one another.

Everyone at the school wants to play their part in making Minishant, and the wider community, a positive, more equitable and sustainable place to live, work and play. We value community and understand the important role the school plays within that.

This session, we refreshed our school values, vision and school motto through meaningful collaboration with all key stakeholders. Every interaction within our school community is guided by our three new core values, which we have all committed to upholding to the best of our ability....

Respect

Friendship

Kindness

Vision

We believe every child deserves a nurturing, inclusive school where they can thrive. Our vision is to be a community that promotes learning together, teaches valuable life skills and ensures everyone is included. In our welcoming environment, we work as part of a team to support each child's journey and help them to thrive in all areas of life.

Motto

We care, we share, we help!

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Priority: 1. To raise attainment for all in Literacy and Numeracy

HGIOS 4 / HGIOELC Q.Is 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC 2 / NIF 3, 4, 5

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
School Priorities				
Develop confident and skilled readers and writers with a lifelong love of reading and the confidence to access all aspects of education, culture and society.	SAR stage 3 schools – Bespoke high quality CLPL with South Ayrshire Reads to provide staff with training on the delivery of high quality teaching and learning, specifically focusing on advanced phonics, fluency and morphology.	All Teaching Staff	Aug 26- Jun 27	Staff will engage in CLPL in line with our journey with South Ayrshire Reads in August as part of phase 3 schools. Staff will embed the learning and teaching cycle of Phonics International and Read, Write, Inc. Pupils will develop their encoding, decoding and fluency through high-quality learning and teaching. (See Appendix 1)
Support and develop staff to implement best practice through a culture of shared knowledge, collaboration and reflection of pedagogy.	Reading leaders attending SAR sessions and cascading development to staff.	Fiona/Jennifer	Aug 26- Jun 27	<u>Minishant</u> – 100% of P4-7 pupils that engage in the oral reading fluency assessment to maintain or improve automaticity scores.
	Parent/child workshops to provide further opportunities to support their child's reading development.	Fiona/Jennifer	Nov 26	<u>Crosshill</u> – Increase of 20% of P4-7 pupils to maintain or improve automaticity scores in the oral reading fluency assessment.
Gather, use and analyse data effectively to drive change and improvement in literacy and numeracy.	Continued focus on our practice and pedagogy in relation to writing, with the further opportunities to moderate writing across both schools and cluster.	All staff	Termly	CFE predictions and attainment: <u>Crosshill</u> – Majority of pupils (50-74%) to achieve expected levels across P1-7 for Literacy and Numeracy by Aug 2027. Currently: 64% are on track for Literacy and stretch aim target is to maintain the current level and 64% are on track for Numeracy and the aim is to maintain that level.
	School Assistants to engage with bespoke CLPL focused on supporting learners needs.	School Assistants	Sep/Oct 26	<u>Minishant</u> – Majority of pupils (50-74%) to achieve expected levels across P1-7 for Literacy and Numeracy by Aug 2027. Currently: 69% are on track for Literacy and the aim is to maintain that level and 69% are on track for Numeracy and the aim is to maintain that level.
	Revisit and reinforce consistent use of Part/Part/Whole, Bar Modelling, CPA strategies, and Number Talks across all classes.	Gregg/Natalie	Aug 26 – Jun 27	Assessment evidence will show that pupils will have made expected or better-than-expected progress in literacy and numeracy from their starting points. Progress will be recorded through beginning/end of year assessments. Schonell reading/spelling Fluency assessments

	Increase opportunities and creative approaches across all classes for children to revisit and review prior learning more regularly in Numeracy and Maths to ensure continued application of taught skills and strategies.	Gregg/Natalie	Aug 26 – Jun 27	DFE Screener results NSA data GL assessments Early Years Developmental milestones <u>Minishant</u> - Increase of 15% of P4-7 pupils that engage in GL Assessments to attain SAS scores within the expected range of 90-110 in Literacy and increase of 7% in Numeracy.
	Minishant PS – begin to embed Thinking Classroom approaches within Numeracy.	Catriona	Ongoing	<u>Crosshill</u> - Increase of 6% of P4-7 pupils to attain SAS scores within the expected range of 90-110 in Numeracy and Literacy GL Assessments.
	Work collaboratively with our partnership schools to ensure collective efficacy and an established approach to looking outwards through peer learning visits and professional discussions.	Cluster teaching staff	Aug 26 – Dec 26	Evidence of improved scores and use of CPA strategies through Numeracy baseline assessments (Sep, Jan, Jun) Achievement of Reading Schools accreditation at bronze level. Most parents/carers will report an improved understanding of the strategies used within South Ayrshire Reads and how these can be reinforced at home. Staff will demonstrate increased confidence in making consistent and accurate professional judgements about achievement of a level, evidenced through moderation activities and professional dialogue. Progress against improvement plan targets will be evidenced through quality assurance activities, attainment data and stakeholder feedback. Regular tracking information will show that targeted interventions are having a measurable positive impact on attainment and achievement.

To improve children’s literacy and numeracy skills within Crosshill Early Years Centre. To strengthen children’s social and emotional skills by using the Think Equal program to develop empathy, equality, and positive conflict-resolution behaviours. To further develop creativity within our EYC by providing rich, open-ended learning experiences that encourage children to explore, experiment, innovate and express their ideas confidently.	Engage in EYC SAR CLPL sessions throughout the year.	EYC Staff	Aug 26- Jun 27	100% of children achieving 8 or more of their Literacy developmental milestones.
	Continue to engage in Communication Friendly Environment accreditation process in the EYC.	EYC Staff/Sharon	Aug 26- Dec 26	100% of children achieving 8 or more of their Numeracy developmental milestones.
	Continue to embed mathematical thinking approaches within the EYC.	EYC Staff/Gregg	Ongoing	Observation feedback reflects the very good use of digital technology, Think Equal approaches and children engaging deeply in creative and open-ended experiences, demonstrating imagination and independent thinking.
	Staff to engage in Think Equal CLPL and implement the Think Equal curriculum across weekly sessions.	EYC Staff	Aug 26 – Jun 27	SAR staff feedback highlights improvements in children's progress and attainment across key developmental milestones.
	To continue to develop use of digital technology and achieve further digital awards.	EYC Staff	Ongoing	Communication Friendly Award accreditation evidences a high-quality language-rich environment that supports children’s communication and literacy development.
	Further develop stimulating indoor and outdoor learning environments that encourage curiosity, imagination, creativity and problem-solving.	EYC Staff/Fiona	Ongoing	Digital Award accreditation demonstrates effective use of digital technologies to enhance literacy and numeracy learning opportunities.
				Quality Assurance feedback forms indicate positive improvements in learning experiences, outcomes and children's engagement.

Priority 2: To develop an inclusive, responsive curriculum that meets the needs of all learners.

HGIOS 4 / HGIOELC Q.Is 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3 / SAC 1, 2, 3, 4 / NIF 1, 2, 4

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
School Priorities				
To engage with the Curriculum Improvement Cycle and prepare for implementation in August 2028. (See Appendix 2)	Engage with the new CIC frameworks as a staff in line with national and local authority action plan. Staff to engage in CLPL in line with new CIC frameworks.	Fiona All staff	Aug 26- Jun 27	Key milestones met within agreed timescales and monitored through the school's improvement planning and reporting processes. Most classroom observations reflect new frameworks. Pupils will benefit from increased contextualised learning experiences that focus on skills for life and work.
To embed shared expectations of what high quality learning and teaching and assessment looks like, focusing on pedagogy, high quality experiences, differentiation/adaptive teaching and feedback.	Use shared expectations of high-quality learning and teaching in classroom observations to provide consistency of learning and teaching across all classes. Use of benchmarks and progression frameworks to ensure challenge and support, with particular focus groups in P1, P4, P7.	SLT Class Teachers	Aug 26- Aug 27	Increased RAG ratings in most classroom observations. Most classroom observation feedback forms reflect agreed pedagogies and shared expectations. Learning walks - most pupils able to talk about agreed pedagogies. Pupil feedback reflected in decision making processes.
To support and develop staff, through Learning Spaces for Growing Minds, a whole school journey to implement best practice through a collective efficacy for change focussing on a culture of shared knowledge, collaboration and enquiry.	Partnership with SAL Team to adopt our action plan, ensuring all staff are working together with learners to create an engaging learning environment. CLPL sessions focusing on identified key areas of development to develop practice Create learning environments that help learners grow as independent, confident	Sharon Class Teachers	Aug 26 – Jun 27	Improved self-evaluation scores by staff and pupils on learning environment checklist. Learning walks - in almost all observations – agreed morning routine and individual staff changes are evident. Pupil focus feedback will lead to children having increased opportunities to make choices, lead aspects of their learning and contribute to the development of their environment. This

	Competitive Sports events. To continue to develop community links to work with pupils and their families to develop skills for life and work, e.g. Willow Project, gardening group, crochet group.			Meta-skills embedded within almost all classroom observations (MPS). Most classroom observations - there will be evidence of meta-skills being discussed (CPS). Online profiles (Seesaw and My World of Work Digital Profile) for P5-7 will help children recognise and reflect on their skills, achievements and experiences, helping them to develop confidence, self-awareness and an understanding of skills for learning, life and work. Pupils leading on whole school events and taking the lead on electives. This will be recorded on the electives record and pupils will identify meta-skills being developed.
To increase attendance in line with the Included, Engaged, Involved national guidance. (See Appendix 3)	Continue with our attendance monitoring system, with early identification of attendance concerns and timely interventions tailored to individual pupil and family needs. Continue to work with parents/carers and external agencies to identify and address barriers to attendance, ensuring a supportive and inclusive approach.	Fiona	Monthly Aug 26- Jun 27	Maintained or increased attendance, helping children develop routines, maintain progress in their learning and fully participate in the life of the school. MPS – 93% CPS – 94%
To upskill staff and improve confidence in the teaching and development of skills within STEM.	Deliver targeted STEM professional learning, including peer observation, collaborative planning and sharing of effective practice, to increase staff knowledge, skills and confidence in STEM teaching. PT to deliver weekly high quality STEM learning experiences across CPS and MPS with the aim of upskilling staff and improving engagement and skills development for pupils.	Gregg	Sep 26 Aug 26- Jun 27	Pre/post staff confidence surveys. Increased staff confidence and expertise will lead to improved learner engagement, enjoyment and achievement in STEM across the school. SIP staff feedback on priority. Children will experience more engaging and challenging STEM learning opportunities, helping them to develop problem-solving, creativity and critical-thinking skills. Pupil surveys will be carried out with the aim of achieving increased enjoyment levels.

Crosshill & Minishant Primary School 2026-2027



**Reading Leader-
Led Workshop
EOY Data Analysis**
Wednesday 2nd
June 2027
3:30 - 4:30pm

Reading Leader Meeting
Tuesday 20th
April 2027
9am - 12noon

**Language
Comprehension
Part 2**
Wednesday 3rd
February 2027
3:30 - 4:45pm
Venue: Minishant PS

**Language
Comprehension
Part 1**
Wednesday 20th
January 2027
3:30 - 4:45pm
Venue: Minishant PS

Reading Leader Meeting
Tuesday 10th
November 2026
9am - 12noon

**Word Recognition:
Morphology (Part 2)**
Wednesday 23rd
September 2026
3:30 - 4:45pm
Venue: Minishant PS

Fast Track
Thursday 3rd &
10th September
2027

Assessment Window
4/5
21/5

Assessment Window
28/9
- 9/10

Reading Leader Meeting
Tuesday 9th
February 2027
9am - 10am
online

**Language
Comprehension
Part 3**
Tuesday 16th
February 2027
9 - 10:30am
Venue: Minishant PS

**Reading Leader-
Led Workshop**
Monday 19th
October 2026
11 - 12noon

**Word Recognition:
Self-Evaluation**
Monday 19th
October 2026
9 - 10:30am
Venue: Minishant PS

Reading Leader Meeting
Tuesday 1st
September 2026
9am - 10am
online

Key



Assessment Window



**Reading Leader
Meeting**



Workshop



**Professional Learning
Session**

Appendix 1

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education Improvement Plan 2023-2026					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026					
PHASE 3 SOUTH AYRSHIRE SCHOOLS 2026-2027					
SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice,	By June 2026 , ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads are beginning to embed across Phase 3 School Communities The values, vision and aims of South Ayrshire Reads	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2026
	By June 2027 , ALL Phase 3 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents - as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 3 schools will have had the opportunity to engage in collaborative activity - whether through partnership CLPL, as part of the Phase 3 cohort, or via peer school visits -to strengthen collective efficacy and support an outward-looking approach to improvement.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides	SAR PTs	June 2027
	By August 2026 Phase 3 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: Send staff to 'Fast Track' sessions ensuring all staff are equipped with the		- Meeting & Discussion with Phase 3 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 3 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team	SAR PTs	August 2026

challenge and adapted teaching for children with additional support needs <i>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</i>	knowledge and skills to support reading development effectively.	is consistent and clear to all stakeholders			
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be based on the Science of Reading and will: ○ Deepen existing work on word recognition by adding morphology, positioning phonology, structure and meaning as one connected system ○ Move on to language comprehension with an initial focus on the background knowledge and vocabulary strands.	SAR PTs	June 2027
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		○ Additional online sessions planned, created and delivered by SAR Team in response to need ○ Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		○ Collaboration activities including workshops and professional discussions as requested	SAR Team	June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning.		○ Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. ○ Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.		June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		○ Reading Schools Accreditation ○ Communication Friendly Environments ○ Developing Writing through SAR ○ Giglets ○ Lending Library		June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		○ Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders	

Appendix 2

South Ayrshire Service Plan Priority					
Priority: Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference.	Staff will feel supported during the early stages of transition.	Central digital padlet Exemplars and professional learning materials	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027

	- Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	<i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Schools preferred media platforms		December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model .	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Appendix 3

Included, Engaged and Involved 1 – Action Plan

Strategic Aim: Embed a whole-school culture where attendance is a core driver of wellbeing, safeguarding and attainment.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Share a strategic attendance message termly	Consistent understanding of expectations	Leadership time	Attendance trends	Headteacher	September 2026	
Refresh and publish Attendance Policy	Improved relationships	Policy review time	Learning walks	SLT		
Embed relational practice	Attendance embedded in inclusion and safeguarding culture	Professional learning	Pupil/Parent feedback	Inclusion Co-ordinator		
		Communication platforms	Policy review	Pastoral Team		
		Education Scotland – Keeping Trauma in Mind PL Module	Staff feedback regarding attendance links to wellbeing, safeguarding and attainment	Educational Psychologist		
		Attendance Management Guidance				
		Gaining the voice of the Child tools				

Strategic Aim: Strengthen data systems and early-intervention processes to prevent escalation of non-attendance.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Weekly monitoring meetings (pupil voice on agenda/minutes)	Earlier support and reduced persistent absence	Attendance systems	Reduction in pupils under 90%	SLT	March 2027	
Early-warning thresholds		Staff training	Logged early interventions	Attendance Lead		
Monitor and track engagement		Meeting time	Pre/Post baselines RE Staff confidence/ knowledge in early intervention actions	Pastoral Team		

Clear escalation routes focused on support			Pupil voice			
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Strategic Aim: Build strong, trust-based partnerships with families.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Solution-focused communication Early-stage meetings (pupil voice on agenda/minutes) Practical family supports	Improved parental engagement and faster resolution of concerns Stronger consideration of GIRFEC and holistic view of the child/family	Family First Team School Welfare Officers Community links Training on solution oriented practices and meetings	Parent feedback Improved attendance following meetings Pupil and staff feedback throughout engagement	Pastoral Team Family First Team School Welfare Officers	December 2026	

Strategic Aim: Provide targeted, rights-based support for vulnerable learners.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Audit, track and monitor vulnerable cohorts (pupil voice e.g. fishbone) Strengthen staged intervention e.g. SMART Targets, review frequency, voice of the child/young person Improve implementation of evidence based practices	Improved attendance and belonging for vulnerable pupils	Multi-agency planning time Support staff Attendance Management Guidance	Cohort attendance data Case reviews Pupil voice e.g. Fishbone Belonging Scale Feedback from families Measures within Attendance Management Guidance	Attendance Leads SLT Inclusion Co-ordinator Virtual School HT/DHT ASFL Staff Partners	June 2026	

Assign trusted adults				Educational Psychologist		
Advocacy Services						

Strategic Aim: Remove curriculum-related barriers and improve re-engagement pathways.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Consistent assessment of strengths and needs	Increased engagement and sustained attendance	Curriculum planning time	Engagement and attendance data	DHT Curriculum	January 2027	
Flexible pathways		Alternative pathway provision	Feedback from young people and families	Faculty Heads/PTs		
Personalised learning plans (Pupil voice on planning and review)		Adaptive Teaching		Partners – Thriving Communities, VASA, Ayrshire College		
Reintegration planning (Pupil/parent voice on planning and review)		Additional Support for Learning Teachers		Ed. Psychologist		

Strategic Aim: Ensure consistent, safeguarding-focused absence management.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Strengthen first-day contact	Improved safeguarding oversight and consistency	Training time	Contact logs	Attendance and Safeguarding Leads	June 2026	
Standardise absence follow-up		Pastoral updates	Safeguarding audits			
Staff training		Admin support	Decrease in TBCs			
			Feedback from young people and families			

Strategic Aim: Strengthen governance of reduced learning hours.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
QIM/QIO approval of reduced hours Termly audits Enhanced safeguards	Fewer and time-limited reduced-hours arrangements	Audit of arrangements Leadership oversight	Reduced-hours data Reintegration outcomes Feedback from young people and families on understanding and duration	Headteacher SLT QIMs/QIOs Inclusion Team	January 2027	

Strategic Aim: Secure sustained improvement through leadership accountability and evaluation.

Actions	Intended Impact	Resources	Measures	Key Personnel	Completion Date	Comment/Evaluation
Termly attendance reports Improvement plans (Pupil involvement in this evident) Professional learning for senior and middle leaders to strengthen leadership and accountability Standards and Quality reports (Pupil involvement in this evident) Celebrate progress	Sustained improvement and positive scrutiny outcomes	Leadership time Reporting tools Professional learning	Year-on-year attendance data Stakeholder feedback Stretch aim data and progress	Headteacher SLT Attendance Leads	July 2027	

PEF Budget

Priority	Staffing costs (F/y)	Staffing costs (P/Y)	Resources/ other	Total
Crosshill PEF	£5804		£321	£6,125
School Assistant hours to focus on pupils identified for support with literacy and numeracy.	Additional School Assistant hours – 6.5 hrs per week.		Snack/cooking items	
Minishant PEF	£8483		£92	£8,575
School Assistant hours to focus on pupils identified for support with literacy and numeracy.	Additional School Assistant hours – 9.5 hrs per week.		Breakfast club food items.	

