



St. John's Primary School

2 YEAR IMPROVEMENT PLAN: 2025-2026



GREEN – Cluster
BLUE – PEF

Article 28: Every child has the right to an education.

Article 3: The best interests of the child must be a top priority in all things that affect children.

VISION

Children are at the heart of all our efforts, celebrating achievements and reflecting through prayer. Our mission is to work together to ensure a safe, respectful and inclusive environment. We ensure that pupils receive rich learning experiences that encourage them to become creative, independent, and ambitious learners.

- At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be.
- We aim for every child to have a safe, happy, active, and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors, and responsible citizens.
- We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.
- We pride ourselves on our achievements and continually strive to improve our high levels of attainment.
- We work closely with our Parent Council who meet regularly throughout the year, and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.
- Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

Article 2: The Convention applies to everyone: whatever their race, religion, or abilities, whatever they think or say, whatever type of family they come from.

VALUES

We aim to deliver our school vision through our core values: Compassion, Ambition, Respect, Equality.

Compassion

- Cultivate empathy and kindness within the school community.
- Support pupils in developing strong interpersonal relationships.

Ambition

- Inspire pupils to set high goals and strive for excellence.
- Provide opportunities for pupils to explore their interests and talents.

Respect

- Inspire pupils to set high goals and strive for excellence.
- Provide opportunities for pupils to explore their interests and talents.

Equality

- Inspire students to set high goals and strive for excellence.
- Provide opportunities for pupils to explore their interests and talents.
- As a Catholic school, our Christian Faith permeates all aspects of our school life. Therefore, as a school, we ensure pupils are Faith Filled, promoting Compassion, Respect and Equality.
- As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebrations, worship and service to others.
- We value the contribution and support of our parents and local community.
- We encourage the active involvement of parents in their child's education and learning.

AIMS

Place children at the centre of all our efforts:

- Focus on the individual needs and potential of each child.
- Prioritise children's well-being and development in all decisions and actions.

Celebrate children's achievements and encourage reflection through prayer:

- Recognise and celebrate academic, personal and extra-curricular successes.
- Integrate opportunities for reflection and spiritual growth into daily routines.

Collaborate to create and safe, respectful and inclusive environment:

- Foster a culture of mutual respect and safety for all children and staff.
- Implement policies and practices which promote inclusivity and equity.

Provide rich learning experiences that foster creativity, independence, and ambition.

- Design and deliver a diverse and engaging curriculum that inspires children.
- Encourage critical thinking and problem-solving, and love for lifelong learning.
- Be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.
- Enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.
- Empower children to become confident individuals, which will be shown in the way they relate to others, in being truthful and in the way they manage themselves.
- Develop pupils in becoming responsible, respectful citizens, who are proud of their own and others heritage.
- Become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.
- Create a positive school ethos where learning is exciting and stimulating, where all are encouraged to "Aim High".

Article 14: Every child has the right to their own religion. **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **Article 21:** Your right to live in the best place for you if you can't live with your parents. **Article 25:** Children who are not living with their families should be checked on regularly to make sure they are ok. **Article 23:** Your right to special care and support if you are disabled. **Article 27:** Your right to a good standard of living. **Article 28:** Your right to learn and to go to school. **Article 31:** Your right to relax and play.



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 workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

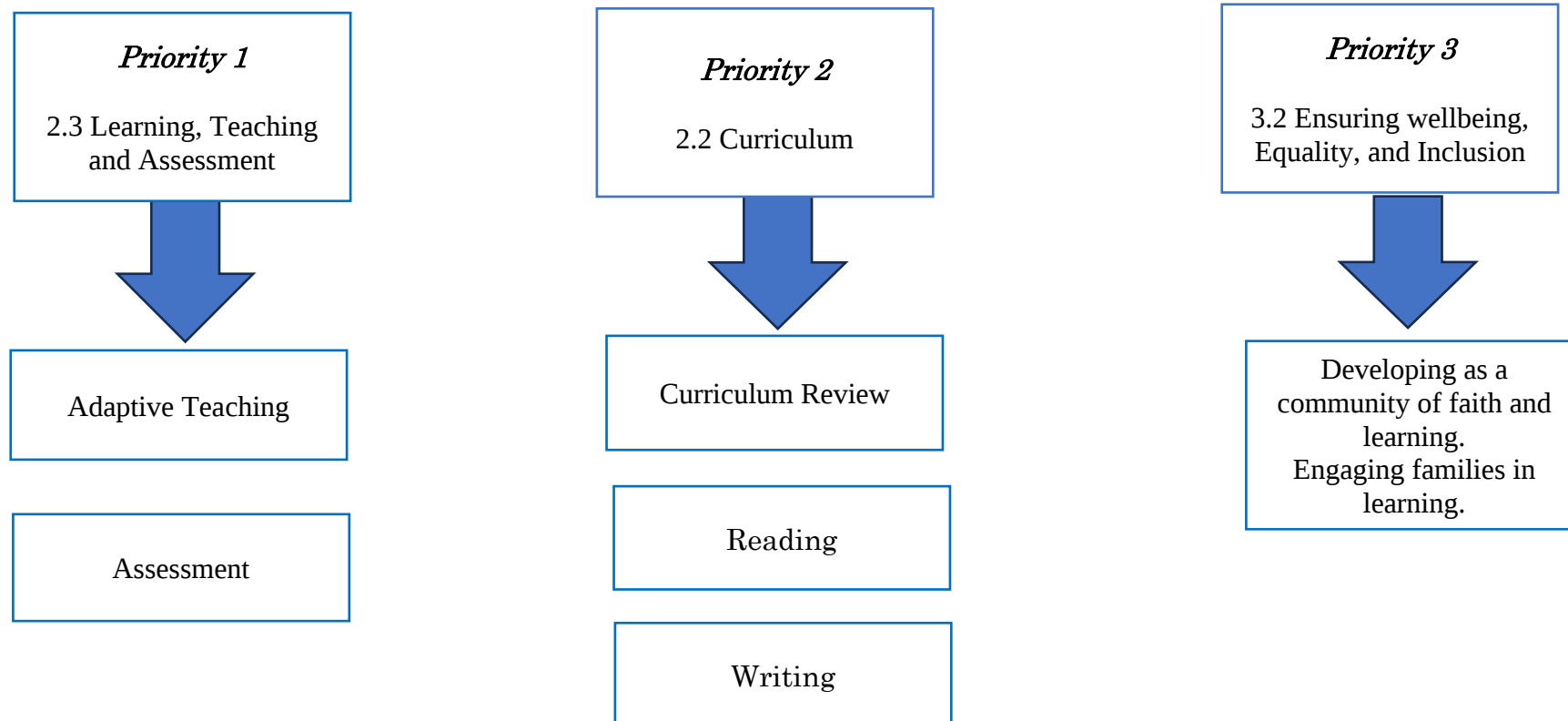
National Improvement Framework Priorities

- 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



All staff within the school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025. All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Aim is that 85% of Care experienced young people are achieving expected, stage appropriate CfE level.

2025-2026 St John's School Improvement Plan Priorities Summary



Improvement Planning 2025-26

Priority 1: Learning, Teaching and Assessment. <u>Article 28: Your right to learn and to go to school</u>	
NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 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

South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment					
Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.					
ALL SOUTH AYRSHIRE SCHOOLS 2025-2026					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teaching staff's understanding of the benefits of adapting planning, teaching and assessment to meet the needs of their learners.	Initial meeting with SAL Team to plan 4 Inputs and 2 Sharing Sessions. Key Lead(s) to be identified and meet SAL Team to establish role and responsibilities.	Plan effectively to meet learners' needs:	Adaptive Teaching Programme: Commitments.	Staff survey (pre and post).	June 2025
	All baseline surveys will be carried out: learners and staff online surveys and Learner Focus Groups by Key Lead(s) and SAL Team. SAL Team will collate all baseline data, produce a report, and share with Headteacher.		Microsoft Form: staff survey and learner surveys.		September 2025
To enhance all teaching staff's confidence of how to adapt planning, teaching and assessment to meet the needs of their learners.	All teachers read, discuss, and reflect on article: Adaptability: An important capacity for effective teachers – Collie and Martin (2016) before to Input 1.	Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	WEE HGIOS Learner Focus Group questions.	Learner Survey (pre and post).	August/September 2025
	All teachers: - attend Adaptive Teaching Input 1: The Adaptive Learning Environment. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Introduced to Thinglink of resources to support self-evaluation and professional learning.		Article – Adaptability: Collie and Martin (2016).		
To evidence an increase in the use of adaptive	Test of Change All teachers: - complete Self-evaluation Checklist with another colleague. - explore the Thinglink/use WEE HGIOS to consult their learners.	To ensure consistency of approach across all classes/stages.	Adaptive Teaching Thinglink.	Learner Focus Groups (pre and post).	September 2025
			The Adaptive Teacher Self-Evaluation of Classroom – Checklist.	Classroom observation notes, feedback (peers, SLT, SAL).	

teaching strategies to meet learner's needs through observations of teaching practice. To indicate some improvement in the learning experience using feedback from a group of learners.	- identify an adaptation using self-evaluation checklist and learner consultation. - complete the Adaptive Learning Environment Planning Template. - put adaptations in place. Key Lead to complete the Planned Adaptation Tracker and share with SAL Team. SAL Team visit.		The Circle Framework and the Inclusive Classroom. The Adaptive Teacher – Planned Adaptation Tracker	Staff professional development and review process.	November 2025
	Sharing Session 1 Key Leads/HT identify members of staff to present good practice. All teachers: - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet		Stop, Start, Continue – Self-evaluation sheet.	Staff planning and evaluation documents. Analytics from shared online space (comments, resources, access to the tool kit and materials). Tracking data on learner progress. Assessment data – summative and formative including teacher professional judgement.	November 2025

	All teachers: - complete Scaffolding Self-evaluation sheet. - attend Adaptive Teaching Input 2: Scaffolding (visual, verbal, written and concrete). - Share and celebrate good practice: Whole school self-evaluation: What are we doing well? - To develop an area of scaffolding.		The Adaptive Teacher Self-evaluation Sheet: Scaffolding The Adaptive Teacher Thinglink.		November 2025
	Test of Change All teachers - complete the Adaptive Learning Scaffolding Planning Template. - develop an area of scaffolding in their class to support/challenge their learners.		Scaffolding Posters. The Adaptive Teacher Thinglink.		February 2026

	Key Lead to complete the Planned Adaptation Tracker: Scaffolding and share with SAL Team. SAL Team visit.		Adaptive Learning Planning Template – Scaffolding. Planned Adaptation Tracker: Scaffolding.		
	All teachers: - attend Adaptive Teaching Input 3: Supporting Highly Able Learners. - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Thinglink. Highly Able Learners Top Tip Poster.		February 2026
	All teachers: - attend Adaptive Teaching Input 4: Digital OR Bespoke - Share and celebrate good practice - Whole school self-evaluation: What are we doing well? - Identify an area of development.		The Adaptive Teacher Thinglink.		March 2026
	Test of Change All teachers - complete the Adaptive Teacher Planning Template: Highly Able Learners/Digital - focus on challenging highly able learners/embed the use of digital tools to meet the needs of learners. Key Lead to complete the Planned Adaptation Tracker: Highly Able Learners/Digital and share with SAL Team. SAL Team visit.		The Adaptive Teacher Thinglink. Planned Adaptation Tracker: Highly Able Learners/Digital. Adaptive Teacher Planning Template: Highly Able Learners		May 2026
	Sharing Session 2 Key Leads/HT identify members of staff to present good practice. All teachers: - attend Sharing Session. - complete Self-Evaluation: Stop/Start/Continue Reflection Sheet.		Stop, Start, Continue – Self-evaluation sheet.		May 2026
	Complete all post surveys: learners and staff online surveys a Key Lead and SAL Team to complete Learner Focus Groups. SAL Team to collate all endline data, produce a report and share with Headteacher. HT/SAL Team use report to inform SQR/SIP for 2026-27.		Microsoft Form – staff and learner surveys. WEE HGIOS Learner Focus Group questions.		June 2026

Priority 2 Curriculum Review Article 28: Every child has the right to go to school and learn. Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.					
NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.		HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 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			
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)	

PRIORITY 1: 2.2 CURRICULUM (CURRICULUM REVIEW)

Aims	Actions	Intended Impact	Lead Person	Resources	Measures	Completion Date
All stakeholders work collaboratively to develop a relevant and engaging curriculum which offers creativity, challenge and enjoyment.	DHT to continue to develop learner agency. Staff to be given time to consult with pupils and parents and analyse responses to inform planning.	- Improved Curriculum Relevance and Coherence. - Enhanced Focus on Literacy, Numeracy, and Health & Wellbeing. - Alignment with National Priorities and Inspection Frameworks. - Greater Emphasis on Interdisciplinary and Skills-Based Learning - Learner-Centered and Inclusive Practices. - Professional Learning and Staff Development.	CC (DHT)		Pupil surveys Staff surveys Parent surveys observations	June'26
	Protected time in WTA for staff to work collaboratively to develop the curriculum and consider its impact on pupils.					

Improvement Planning 2025-2026 St John's is a Phase 1 school.

Priority 2: Curriculum Review, Reading (SAR) and Writing (TfW)



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 1 SOUTH AYRSHIRE SCHOOLS 2025-2026

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To <i>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</i> To <i>support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</i> To <i>promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</i> To <i>gather, use and analyse data effectively to drive change and improvement in</i>	By June 2025 , 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 continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability .	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed.	SAR PT's	June 2025
	By June 2026 , ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	LW	June 2026
	By June 2026 , ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders	- 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 PT's	June 2026
	By August 2025 , Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Phase 1 schools will complete a simple MS Form, identifying new/returning members of staff and their stages - Catch-up sessions agreed & planned by SAR Team - Phase 1 schools to identify existing members of staff to support this through coaching/modelling	SAR PT's	August 2025
	By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.	To increase attainment in Reading by 8%.	Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice.	SAR Team	June 2026
	By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on phonics and fluency.	SAR PT's	June 2026

children's reading skills, reading confidence and reading attainment	By June 2026 , ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR PT's	June 2026	
	By June 2026 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.		- Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - Opportunity to attend workshops and drop-in sessions focused on data literacy.	HMcb	June 2026	
	By June 2026 ALL Phase 1 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	JM HMcb SL	June 2026	
	By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		- Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop - Notification - Support for RL from SAR team for workshop and parent events - Access to authority SAR family engagement session / resources	Reading Leader s & SAR PT's SL	June 2026	

PRIORITY 1: 2.2 CURRICULUM (WRITING)

AIMS	ACTIONS	INTENDED IMPACT	LEAD PERSON	RESOURCES	MEASURE	DATE COMPLETED			
To continue to develop and embed the Talk for Writing approach to support the teaching of writing across the school.	New staff to engage in Talk for Writing professional learning.	Consistent high quality writing lessons throughout the school.	HB		Teacher professional judgement. SNSA data (P1,4,7) GL data (P2,3,5 and 6) Writing assessments Class observations (pupils, colleagues and SLT) Cluster glow teams page for uploaded writing evidence	June 2026			
	The cluster writing group to create a shared teams page where pupils can upload and share work.	WRITING							
							JUNE'24	JUNE'25	JUNE'26 (Stretch Aim)
		P1					87	54	78
		P4					89	83	78
		P7					93	88	87

Priority 3: Developing as a community of faith and learning.

Article 14 Every child has the right to their own religion.

NIF

Improvement in children and young people's health and wellbeing

HGIOS 4 QIs

1.2 Leadership of Learning

1.3 Leadership of Change

2.2 Curriculum

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

CLUSTER PRIORITY 3.1 ENSURING WELLBEING EQUALITY AND INCLUSION

Aim	ACTIONS	INTENDED IMPACT	LEAD PERSON	RESOURCES	MEASURE	DATE COMPLETED
3.1 Partnership with parents Increased effective communication with target group of parents who can be hard to engage. Almost all parents feel more informed about their child's learning.	- All staff to set learning targets with pupils and share via Learning Journals or Teams. - All pupils to be able to share evidence of learning with parents through Learning Journals or Teams. - Continue opportunities for parents to 'stay and play/learn' at all stages. - Family breakfasts – Welcome at start of session, during CEW and during Lent. - Provide childcare for Parent Workshops and Parent Council meetings. - Parents invited to termly masses.	Improved attainment and outcomes for learners.	RP CC JW TR		Attendance at 'stay and play/learn' sessions, parental assemblies, access hours and parents' nights. Parental questionnaires relating to receiving timely information about child's learning and progress. Increased attendance at parent workshops. Attendance at Faith/Prayer breakfasts.	June 2026

3.2 Develop an Inclusive Ethos. To develop a positive behaviour policy which is based on gospel values and promotes human dignity in line with new authority guidance. Pupils to engage in prayer and action to support those in need.	- Pupil Voice Faith group to meet with cluster groups to learn more about Missio. (4/09) with a view to planning fundraising at their follow up meeting (12/02). Celebration and feedback session in person at St Margaret’s Cathedral (30/04) - Cluster Carol Service (9th Dec) to support Aid to the Church in Need. - Thursday 30th April, 10.00am. Mass and Feedback session. (Gerard from Missio) - P6 and P7 Pope Francis Faith Award Launch - Cathedral. 25th September 2025. - Pupils to lead assembly – sharing common goals and the gospel values they have demonstrated.	<table><tr><th colspan="3">Pupil Survey</th></tr><tr><td></td><td>May 25</td><td>Target May 26</td></tr><tr><td>My school helps me respect and understand others</td><td>85%</td><td>93%</td></tr><tr><td>Staff treats me fairly and with respect.</td><td>79%</td><td>87%</td></tr></table>	Pupil Survey				May 25	Target May 26	My school helps me respect and understand others	85%	93%	Staff treats me fairly and with respect.	79%	87%	JW JMcK		2nd Re-accreditation of Gold RRS (Oct’25) Pupils can demonstrate the gospel values through their involvement in pupil focus groups and when leading school assemblies.	May 2026
Pupil Survey																		
	May 25	Target May 26																
My school helps me respect and understand others	85%	93%																
Staff treats me fairly and with respect.	79%	87%																
Almost all P7 pupils to develop leadership skills, leadership, including the religious life of the school.	- Visit from Gerard Gough from Missio to share the Mission pledge and promote the Gospel values. - Pupil Faith Group to meet with Cluster Pupil Voice Group to discuss fundraising initiatives (MISSIO) and shared faith focus. Teams Meet, 4th September 2.00pm - Follow through meeting on Thursday 12th February ahead of Lenten Fundraising events. - Final Pupil Voice Meet following Fundraising - Thursday 30th April, 10.00am.	Almost all pupils show an understanding of their rights and proactively support those whose rights are not being met.	RP (St John’s) LM (St Pat’s) JMcP (St Ninian’s) RMcC St Cuthbert’s & Sacred Heart)															

	Mass and Feedback session. (Gerard from Missio) • P6 and P7 Pope Francis Faith Award Launch - Cathedral. 25th September 2025. • Pupils to lead assembly – sharing common goals and the gospel values they have demonstrated.					
3.3 CLPL and development of staff Almost all staff deepen their understanding of, an enhance their contribution to the mission of the Catholic school through CLPL and attendance at retreat through Catholic Education week.	• Input from Barbara Cooper (SCES) on the call to Catholic Teaching. • Staff retreat at Bishop's House to start Catholic Education Week. (Saturday 15th Nov) Include colleagues from SCES with the focus being Building a Community of Faith. • School Chaplain working alongside staff to share the role of Chaplain and support the development of teacher's contribution to the mission of Catholic schools. • Cluster HT's to work together to identify further CLPL opportunities for staff and opportunities for spiritual development. • Launch of new RE Planners during in-service day. • Gods loving plan to be delivered to all classes from P1-7 – Staff training required for new teachers – SCES training calendar.	All staff and pupils feel supported to develop and grow in a community of faith and learning.		God's Loving Plan New RE planners	Attendance at CLPL events (on-line and in person) Staff evaluations and feedback.	June 2026

2025-2026 St John's School Improvement Maintenance Agenda.

Maintenance Agenda		Lead Person
Numeracy and Maths	All staff to continue to build on White Rose Maths Training and training delivered by Scott Morrow to ensure learners develop solid understanding in numeracy and ensure all classes are adequately resourced to ensure all pupils have access to concrete materials at all times. BSquared to be rolled out across whole school for targeted pupils. Further increase engagement with data to identify gaps timeously. Further training for SAs on how to support learners around mathematical concepts.	JW KW LK JMCK
Digital Technologies	Continued CLPL on the use of Assistive Technologies to support learners with additional support needs.	AT
Reading	Continue to embed a reading culture across the school community by developing pupil voice in reading choices, strengthening partnerships with families and the wider community, and increasing opportunities for reading for pleasure in line with Reading Schools Silver level criteria.	JM
Play Pedagogy	Continue to ensure consistent approaches embedded across school.	TR/MK
Health and wellbeing	Further embed zones of regulation (whole school) and 5 point scale (targeted pupils) Continue with wide range of interventions including Seasons for Growth, Drawing & Talking, LIAM, nurture opportunities (including sport nurture).	KW AMcC TR JW KH MS
Attendance	Continue to strive to improve and sustain attendance especially of PEF cohort.	CC Clerical staff (admin aspect)
Clubs and wellbeing groups.	Continued commitment to no cost to the school day. Ensure access for ALL for clubs/activities.	RP MS/KH
Tracking and Monitoring	Continue to use assessment calendar and tracker effectively to secure improved outcomes for all learners, including the most deprived and those with additional support needs.	All staff RP CC

Budget

Priority	Staffing costs	Resources/ other	Total
1. To improve attainment, particularly in literacy and numeracy;	SAR, Tfw and Digital Literacy - resources for teachers, professional reading and courses to attend. Acting PT EYP School Assistants Cover costs for , Adaptive Teaching (time out for Lead, professional reading, - books purchased), Tfw, Digital Leads and peer visits to schools (SAR schools)	Literacy – resources for SAR and Tfw Laptops for pupil Interventions Taxis for Identified families Parent + Child workshops I-Pads/laptops for profiling	PEF and School Budget
2. Improvement in children and young people's health and wellbeing	Additional management time for Principle Teacher Nurture Teacher Cover for LIAM/Seasons for Growth and Drawing and talking Sport Nurture	Boxall Profiles Residential Trips Afterschool clubs Nurture – furniture and resources in line with Fidelity Model	PEF and School Budget
3. Developing as a community of faith and learning	CLPL costs from SCES Updated resources Cluster events Community events	Retreats Diocesan events Transport costs Support to pay residential trips	PEF and School Budget