



Education

Establishment Improvement Plan 2025 - 2026

School Name: Tayvallich Primary School and ELC

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2025-2026

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- An inclusive and relevant curriculum that equips learners for society and a sustainable future.
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Priorities
<ul style="list-style-type: none"> • Placing the human rights and needs 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 skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy. 	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 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve <ul style="list-style-type: none"> • Nurturing care and support • Wellbeing inclusion and equality • Children's progress • Safeguarding and child protection 	<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners

Strategic Priorities 3 Year Cycle

2025 – 2026:	2026 – 2027:	2027 – 2028:
Further increase family engagement/involvement – Ensure Depth, Breadth and Challenge for all Learners – Outdoor Learning/Learning For Sustainability.	Digital Learning.	

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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026		
<div>National Improvement Framework Key Outcomes</div> <ul style="list-style-type: none">A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.Strong partnerships between schools, early years settings, families, and wider services to support young people.An inclusive and relevant curriculum that equips learners for society and a sustainable future.High achievement for all, with targeted action to close the poverty-related attainment gap.Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.Effective use of digital technology to enhance learning, teaching, and equity.			Collaboration and Consultation		
			Who?	When?	How?
			Pupils	Termly	Learning conversations
			Families	Termly	Surveys, workshops
			Staff	Termly	Collegiate working, coaching
National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none">Placing the human rights and needs 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 peopleImprovement in skills and sustained, positive school-leaver destinations for all young people.Improvement in achievement, particularly in literacy and numeracy.	<div>1.1 Self-evaluation for self-improvement</div> <div>1.2 Leadership for learning</div> <div>1.3 Leadership of change</div> <div>1.4 Leadership and management of staff</div> <div>1.5 Management of resources to promote equity</div> <div>2.1 Safeguarding and child protection</div> <div>2.2 Curriculum</div> <div>2.3 Learning, teaching and assessment</div> <div>2.4 Personalised support</div> <div>2.5 Family learning</div> <div>2.6 Transitions</div> <div>2.7 Partnership</div> <div>3.1 Ensuring wellbeing, equality and inclusion</div> <div>3.2 Raising attainment and achievement/Securing children's progress</div> <div>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</div>	<div>Leadership<ul style="list-style-type: none">Leadership and management of staff and resourcesStaff skills, knowledge, values and deploymentLeadership of continuous improvement</div> <div>Children thrive and develop in quality spaces<ul style="list-style-type: none">Children experience high quality spaces</div> <div>Children play and learn<ul style="list-style-type: none">Play and learningCurriculumLearning, teaching and assessment</div> <div>Children are supported to achieve<ul style="list-style-type: none">Nurturing care and supportWellbeing inclusion and equalityChildren’s progressSafeguarding and child protection</div>	<ul style="list-style-type: none">Best start for learnersAmbitious learnersNurtured learnersConnected learnersLifelong learners		
Priorities	Proposed Outcome and Impact	Measures		Linked to PEF (Y/N)	

<ul style="list-style-type: none"> Further Increase Family Engagement/Involvement 	<ul style="list-style-type: none"> - Relationships and communication between home and school are strong, respectful and empowering. - Parents feel recognised and valued as their child's first educators. - Increased and more meaningful parental involvement in learning. 	<ul style="list-style-type: none"> - 100% of staff model relationships aligned with the Scottish Schools (Parental Involvement) Act 2006 guidance. - Positive feedback from parent surveys and focus groups. - Increased parental participation in learning activities/events. - Case studies or feedback from families showing increased confidence and engagement 	Y
<ul style="list-style-type: none"> Ensuring Breadth, Depth and Challenge for All Learners 	<ul style="list-style-type: none"> - Staff demonstrate increased confidence in planning for challenge that stretches all learners. - Targeted support and challenge meet the needs of children at all levels, especially those exceeding or not yet meeting expectations. - Improved attainment across all curricular areas. 	<ul style="list-style-type: none"> - 100% of staff engaged in ongoing professional learning on challenge and differentiation. - All children are meeting or exceeding expectations in literacy, numeracy, and all 8 curricular areas. - Clear and effective tracking and monitoring systems and progression frameworks in place across the curriculum. - Regular learner voice feedback confirms perceived challenge and support. 	Y
<ul style="list-style-type: none"> Outdoor Learning/Learning For Sustainability. 	<ul style="list-style-type: none"> - Outdoor learning is embedded as a regular, progressive and purposeful feature of the curriculum across all stages. - Children experience real-world, interdisciplinary learning that enhances their connection to nature, sustainability and responsible citizenship. - Staff confidence and capacity to plan and lead high-quality outdoor learning increases. - School ethos promotes sustainability, climate awareness and global citizenship. 	<ul style="list-style-type: none"> - All learners participate regularly in outdoor learning experiences across curriculum areas. - Pupil voice reflects increased enjoyment, engagement and environmental awareness. - Staff CLPL records show increased confidence and competence in delivering outdoor learning. - Learning for Sustainability is explicitly planned for and tracked across stages and subjects. 	N



Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 1:

- Title: Further Increase Family Engagement/Involvement

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- An inclusive and relevant curriculum that equips learners for society and a sustainable future.
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> Placing the human rights and needs 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 skills and sustained, positive school-leaver destinations for all young people. Improvement in achievement, particularly in literacy and numeracy. 	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 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> Play and learning Curriculum Learning, teaching and assessment Children are supported to achieve <ul style="list-style-type: none"> Nurturing care and support Wellbeing inclusion and equality Children's progress Safeguarding and child protection 		<ul style="list-style-type: none"> Best start for learners Ambitious learners Nurtured learners Connected learners Lifelong learners
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Audit and Reflect on Current Engagement				- 100% of staff model supportive, inclusive and respectful communication with families.

<ul style="list-style-type: none"> • Use parent questionnaires, focus groups, and informal feedback to evaluate current strengths and barriers to engagement. • Audit communication systems (newsletters, direct messaging) for accessibility, frequency, and clarity. <p>2. Build Positive, Trusting Relationships</p> <ul style="list-style-type: none"> • Provide further training for staff on effective, empathetic communication with families. • Adopt a consistent and welcoming tone in all interactions across the school. • Ensure families of all backgrounds feel included and valued through culturally sensitive practices. <p>3. Strengthen Two-Way Communication</p> <ul style="list-style-type: none"> • Create regular opportunities for dialogue between home and school (e.g., drop-ins, parent learning sessions, pupil-led conferences). • Encourage shared decision-making in school improvement and learning (e.g., parent voice on school committees). <p>4. Enhance Family Learning and Participation</p> <ul style="list-style-type: none"> • Host workshops to support families with literacy, numeracy, digital learning, and health & wellbeing at home. • Promote play, talk and learning opportunities at home aligned with classroom learning. <p>5. Measure and Celebrate Impact</p> <ul style="list-style-type: none"> • Share positive stories and examples of strong partnerships via newsletters, displays, website. • Regularly review engagement data and case studies to inform next steps. 			<ul style="list-style-type: none"> - Feedback shows families feel listened to, respected, and welcomed by the school. - Families are regularly consulted on school improvements and learning. - Parents feel their views are acted on and that they have influence. - Increased attendance at learning-focused events and workshops. - Families report greater understanding of how to support learning at home. - All communication is accessible (multiple formats, languages, plain English). - Under-represented or marginalised families show increased engagement. - Regular displays and communications celebrate family contributions and learning at home. - Families feel visible and valued in the life of the school.
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 2:

- Title: Ensuring Breadth, Depth and Challenge for All Learners

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
- Strong partnerships between schools, early years settings, families, and wider services to support young people.
- An inclusive and relevant curriculum that equips learners for society and a sustainable future.
- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	Early Learning and Childcare Quality Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> Placing the human rights and needs 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 skills and sustained, positive school-leaver destinations for all young people. Improvement in achievement, particularly in literacy and numeracy. 	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 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> Play and learning Curriculum Learning, teaching and assessment Children are supported to achieve <ul style="list-style-type: none"> Nurturing care and support Wellbeing inclusion and equality Children's progress Safeguarding and child protection		<ul style="list-style-type: none"> Best start for learners Ambitious learners Nurtured learners Connected learners Lifelong learners
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

<p>1. Audit and Evaluate Current Practice</p> <ul style="list-style-type: none"> Review current curriculum maps, lesson plans and pupil progress data to evaluate levels of challenge across subjects. Use moderation and learning conversations to identify where breadth, depth and challenge are strong and where gaps exist. <p>2. Professional Learning and Collaboration</p> <ul style="list-style-type: none"> Deliver or signpost targeted CLPL sessions on differentiation, questioning, and higher-order thinking. Facilitate cross-stage and cross-curricular planning sessions to share good practice and co-design challenge activities. Engage with Education Scotland and HGIOS resources and frameworks (e.g. Benchmarks, Building the Curriculum 5, progression frameworks). <p>3. Curriculum Design and Pedagogy</p> <ul style="list-style-type: none"> Embed planned opportunities for higher-order thinking in lessons. Plan progressive interdisciplinary learning that supports real-world, challenging contexts. Ensure outdoor learning and digital tools are used creatively to deepen understanding. <p>4. Tracking, Monitoring and Feedback</p> <ul style="list-style-type: none"> Strengthen the use of data (attainment, formative assessment, pupil feedback) to identify those who need more challenge or support. Establish progression frameworks for tracking both attainment and breadth/depth of learning across all 8 curriculum areas. Provide regular opportunities for learners to reflect on challenge and progression in their learning journey. 			<ul style="list-style-type: none"> - 100% of staff have engaged in CLPL related to challenge, differentiation and depth. - Most staff confidently use a range of strategies to plan for and assess challenge. - Almost all pupils are meeting or exceeding expectations across literacy, numeracy and all 8 curriculum areas. - Gaps between most able and least able learners are narrowing through tailored support and challenge. - Pupils consistently experience planned opportunities for challenge and deep learning across the curriculum. - Interdisciplinary learning and real-world contexts are used to support engagement and higher-order thinking. - Systems are in place to track challenge and progression in all curriculum areas. - Assessment evidence shows progression in skills, knowledge and understanding beyond surface-level outcomes. - Learners report increased confidence and motivation due to appropriately challenging tasks.
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5. Pupil Voice and Engagement

- Involve learners in co-constructing success criteria and choosing challenge pathways.
- Gather learner feedback on the level of challenge they experience and their confidence as learners.

- Learners can describe their next steps and reflect meaningfully on their learning journey.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority 3:

Title: Outdoor Learning/Learning For Sustainability.

National Improvement Framework Key Outcomes

- A globally respected and accountable education system that empowers learners with the skills and knowledge to succeed.
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- High achievement for all, with targeted action to close the poverty-related attainment gap.
- Skilled teachers and leaders delivering excellent learning, especially for those with additional support needs.
- Positive relationships, improved attendance, and a culture of dignity, respect, and engagement.
- Effective use of digital technology to enhance learning, teaching, and equity.

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • Placing the human rights and needs 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 skills and sustained, positive school-leaver destinations for all young people. • Improvement in achievement, particularly in literacy and numeracy. 	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 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Leadership <ul style="list-style-type: none"> • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces <ul style="list-style-type: none"> • Children experience high quality spaces Children play and learn <ul style="list-style-type: none"> • Play and learning • Curriculum • Learning, teaching and assessment Children are supported to achieve <ul style="list-style-type: none"> • Nurturing care and support • Wellbeing inclusion and equality • Children's progress Safeguarding and child protection		<ul style="list-style-type: none"> • Best start for learners • Ambitious learners • Nurtured learners • Connected learners • Lifelong learners
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

<ol style="list-style-type: none"> 1. Re-audit current outdoor learning and sustainability practices across the school. 2. Provide staff with professional learning on outdoor pedagogy, Learning for Sustainability (LfS), and risk-benefit assessment. 3. Integrate outdoor learning into curriculum planning across all stages and subjects. 4. Establish regular outdoor learning opportunities and ensure all learners have equitable access. 5. Embed Learning for Sustainability in interdisciplinary learning projects and school improvement priorities. 6. Involve learners in planning and leading sustainability initiatives (e.g., gardening, waste reduction, biodiversity projects). 7. Strengthen partnerships with community organisations and environmental education providers, in particular Stirling University's Climate Change & Sustainability Education Collaborative Curriculum Development Programme 8. Track and celebrate learner progress and engagement in outdoor and sustainability learning. 			<ul style="list-style-type: none"> - All learners can articulate the purpose and benefits of outdoor learning and sustainability education. - Learners demonstrate increased knowledge of environmental issues and sustainability practices. - Learners show improved engagement, collaboration, and problem-solving skills in outdoor learning contexts. - Evidence of progression in outdoor learning skills (e.g., inquiry, observation, teamwork) is captured through formative assessments and learner reflections. - Almost all learners are able to link learning for sustainability with real-world contexts and global citizenship. - Pupil voice indicates increased confidence, wellbeing and enjoyment in learning outdoors. - Learning portfolios, displays and digital journals reflect regular, meaningful engagement with outdoor and sustainability learning.
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

Strategic Priority ELC:

Title: Play Pedagogy

National Improvement Framework Key Outcomes

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National Standard

- Staffing, leadership and management
- Development of children's cognitive skills, health and wellbeing
- Physical environment
- Self-evaluation and improvement
- Parent and carer engagement
- Inclusion
- Business sustainability
- Fair work
- Payment process
- Food

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ol style="list-style-type: none"> 1. Provide all staff in ELC and early primary with professional learning linked to 'Realising the Ambition: Being Me'. 2. Audit and enhance learning environments to ensure they support high-quality play and child-led exploration. 3. Facilitate joint planning, moderation, and professional dialogue between ELC and P1 practitioners. 4. Involve children in shaping their learning through responsive planning and reflection opportunities. 5. Engage families in understanding and supporting play-based learning through workshops, open sessions, and communications. 6. Develop shared progression pathways that reflect developmental milestones and child-led learning in early years. 7. Monitor and evaluate the impact of play-based approaches on learner engagement and attainment. 			<ul style="list-style-type: none"> - Almost all children demonstrate increased independence, creativity, and confidence during play-based learning. - Learning observations reflect rich, purposeful play linked to developmental goals and curricular outcomes. - Practitioners use reflective practice to improve responsiveness and child-led learning experiences. - Evidence of improved continuity in learning and care from ELC to P1. - Family feedback highlights increased understanding and support for play pedagogy. - Planning folders, learning journals, and moderation activities show consistent and coherent approaches across ELC and early primary.



Pupil Equity Funding | Planning and Reporting

School Name: Tayvallich Primary School and ELC

For 2025/26 Tayvallich Primary School has an allocation of £2450 and a carry forward from 2024/25 TBC. A detailed spend plan has been drawn up but confirmation of carry forward is still required.

The SIMD picture for the school is limited due to the rural context of the school. Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage.

The school context is outlined in our 2024/25 Standards and Quality Report.

Pupil Equity Funding | Planning and Reporting

Gap Identified <i>Detail gap that has been identified through data scrutiny</i>	Outcome(s) <i>This is what we want to happen for the targeted pupils – the change we want to see - what, for whom, by how much, by when?</i>	Measure(s) <i>This is the data we will use to determine whether or not the outcome has been met</i>	Key Actions/Activities <i>The actions we are planning in order to improve outcomes in the areas we have identified for the target group(s) experiencing disadvantage due to poverty. Include detail key/lead staff for actions/activities.</i>	Mid Year Impact (To be completed in February) <i>This is where we check to see if things are on track and if we need to continue, adapt or abandon what we had planned. Use tracking data to evidence impact thus far and detail any changes.</i> <i>What is progress looking like based on your planned outcome/measure action/ – on track, complete, not on track?</i>
Pupils who have suffered or continue to suffer trauma need additional adult support in order to access the curriculum.	Pupils will access the full curriculum and attendance will meet the agreed target of 95%.	Pupils are regulated enough to be able to learn and make progress in line with their potential. Measures: Attendance records - above 95% for identified pupils By May 2026, all pupils identified as underperforming in relation to local and national comparators/individual milestones have made progress by at least one progress level (XBRA) and in line with expected progress over time.	One to one trauma-responsive support for pupils experiencing challenges with anxiety, focus and regulation. The support will involve identified key worker working closely with the identified pupil and family members to identify strengths and risk factors around progress and attainment in school. Baseline audit will be undertaken with each child and their parents/carers to establish their understanding of the learning process and their own strengths and challenges in relation to learning. This will be achieved through a questionnaire to be completed at home or, where required, a facilitated conversation.)	

		All targeted parents/carers feed back that they feel included and heard.	Key worker will also provide an enhanced level of communication with family members throughout the session to ensure that their voices and views are heard and taken into consideration and that any historic barriers to engagement are overcome (for example system-induced traumatising of parents and carers of children with care experience or complex additional support needs.)	
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Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
TBC – following recruitment.				

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>

Spend Details	Carry Forward 2024 - 2025	PEF Allocation 2025 - 2026
	£ TBC	£ 2450



Staffing Supported Study Resources Purchased/Commissioned Services Other	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	Final spend (End of Session) Identify any significant changes in expenditure.
	£	£