Education

Establishment Improvement Plan

2025 - 2026

School Name: Kilninver Primary 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
- 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** - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement **Children thrive and develop in quality spaces** - Children experience high quality spaces **Children play and learn** - Play and learning - Curriculum - Learning, teaching and assessment **Children are supported to achieve** - Nurturing care and support - Wellbeing inclusion and equality - Children's progress - Safeguarding and child protection	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners

Establishment Improvement Plan | 2025 - 2026

Strategic Priorities 3 Year Cycle		
2025 – 2026:	2026 – 2027:	2027 – 2028:
Develop methods to evaluate whole community approach to meaningful self-evaluation. (QI 1.1 / NIF 3) Support the development of peer and self-assessment skills in all pupils as part of assessment and recording in profiles (QI 1.2 / NIF 2 / A&B KO 2) Ensure IT systems and equipment are appropriate to provide opportunities for individual research, problem solving and challenge (QI 1.5, 3.3) Monitor the effectiveness of the progression pathways for all areas of the curriculum and include creative and science skills (QI 2.2, 2.3 / NIF 1 and 6 / A&B KO 6) Develop progression pathways for digital skills. (QI 3.3 / NIF 4 / A&B KO 4) Build appropriate and relevant family learning opportunities throughout the year. (QI 2.5 / NIF 3 / A&B KO 5) Develop partnerships with other settings to support CLPL, transitions and moderations (QI 2.6,2.7 / NIF 2 / A&B KO 5)	Monitor assessment and data analysis to ensure robust evaluation systems and improvement (QI 1.1 / NIF 6 / A&B KO 1) Revisit school values and curriculum rationale and ensure they are appropriate for the school, families and communities (QI 1.3 / NIF 3 / A&B KO 5) Continue to monitor and improve staff learning opportunities and strengthen PRD process (QI 1.4 / NIF 1 / A&B KO 6) Revisit IDL opportunities with an emphasis on developing, recording and reflecting on skills. (QI 2.2,3.2 / NIF 4 / A&B KO 4) Design systems to record and report learning through IDL experiences (QI 2.3 / NIF 2 / A&B KO 2) Continue to monitor and evaluate profiling and reporting systems with all stakeholders to ensure they are understood and valued and meet the needs of all families and learners (QI 2.4,2.5 / NIF 2 / A&B KO 2 and 6) Review nurture approaches in school to ensure that they are effective and continuing to meet the needs of all learners. (QI 3.1 / A&B KO 5)	

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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2025-2026		

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- Effective use of digital technology to enhance learning, teaching, and equity.

Collaboration and Consultation

Who?	When?	How?
PC	Nov 25	meeting
Staff	Feb 26	meeting
Pupils	May 26	Assembly

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Priorities	**Proposed Outcome and Impact**	**Measures**	**Linked to PEF** (Y/N)

| Priority 1 – 2.3 engage in collaborative professional enquiry process to develop a shared understanding of high quality assessments and moderation to improve pace and challenge for all learners | • Tracking and monitoring systems will be developed this will ensure pace of progress and transition information meets the needs of all our learners

• Use the tracking system for robust discussion about attainment. This will ensure that good progress is maintained with appropriate pace and challenge.

• Making best use of these systems enables our learners and families to receive high quality feedback about their learning and a shared understanding of what they need to improve.

• Develop a programme of High Quality Assessments to gather and record evidence of attainment, beginning with Literacy and Numeracy.

• Participate in moderation opportunities across stages and with other settings to ensure a shared understanding of standards and to continue to raise expectations for our learners | • Staff attainment discussions will have greater clarity and depth of understanding as the child as a learner

• By May 2025, almost all of children will be able to explain what they need to improve through setting targets. Class Teacher will measure and data captured for 2025/2026 SQR

• Notes from termly staff meetings and evaluations of training session demonstrate that almost all staff have greater understanding of High Quality Assessments.

• The HQAs will evidence that the majority pupils are 'on track' in relation to appropriate XBRA levels

• Attainment data will show an increase in the number of children exceeding in either literacy or numeracy targets, at least 5% Exceeding, 90% On Track and 5% working towards with support planning in place

• Surveys and Parent Council minutes show most parents have greater confidence in learning and teaching and a greater understanding of the progress their child is making. | Y |

Priority 2 - 2.4/3.1 Ensuring positive impact of inclusion strategies for all children	• Children can identify how to support each other in learning and wider achievement tasks in a positive, supportive way.	• Wellbeing discussions using our wellbeing passport show high levels of satisfaction in their own progress and achievement.	y
	• Children will be challenged to develop their interests and play further through the use of our schools framework and development of challenge questions using Bloom's Taxonomy		
	• An environment and systems will be created where children can explain how they feel listened to and their views are valued	• In surveys and wellbeing discussions learners indicate that they feel safe, supported and valued in the school environment.	
	• Staff collaborate with a range of partners including support staff, specialists and other agencies and show understanding of the impact of ASN on learning, behaviour and social development	• Individual learning plans and targets demonstrate support and collaboration with a range of agencies and are targeted to support individual needs	
		• Termly XBRA discussions indicate that children with identified ASN needs are making expected progress	
	• Staff effectively communicate with parents about ASN support strategies linked with children's planning	• Surveys and discussions with parents demonstrate an understanding of the learning needs of their child, the expected progress and targets that are being met.	

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Priority 3 – 1.3 Ethos – Our Children, Their Future – Thriving together	• Refreshed narrative about school vision/values/aims and expectation linked with launch on Our Children their future and new leadership of setting	• Families and community will engage with sharing opportunities and will be shown through evaluative comments on surveys and floor books	N
	• Collaboration with whole school community to engage with refreshed narrative and new leadership building a refreshed focus and direction for the school having a positive impact on the children's learning experience in school	• Community and family engagement will develop refreshed Values/Aims and Expectations	
	• Staff and children will develop opportunities for learning throughout the year with a focus on OCTF, thinking about Ambition, Thriving, Connections and Rights	• Planning systems, floorbooks and children's evaluations will demonstrate the majority understanding of themselves and learners and can explain where their learning could take them, framing these discussions using OCTF and school values	

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Priority 1 (Early Years) HGIOUELC 2.3– To strengthen educators understanding of planning for progression using a balance of child and adult led learning	• Staff engage with current thinking to refresh planning systems to show children's voice and rights are at the forefront of learning throughout the Early years	• Notes from collaborative discussions demonstrate that staff have engaged with professional reading	
	• Children voice will be evident through the use of floor book planning and evaluating for learning and next steps	• Floorbooks will show evidence of children's voice and rights and with evaluative comments from families, showing greater understanding of progress and next steps	
	• Tracking systems will be developed and used to share progress with families and also for transition discussions	• Milestone and attainment discussions will demonstrate and greater clarity of understanding the children as learners and their next steps.	

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: **Priority 1 – 2.3 engage in collaborative professional enquiry process to develop a shared understanding of high quality assessments and moderation to improve pace and challenge for all learners**	

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
2 x sessions at Inservice day (Feb + May) *6 x agreed collegiate sessions (2 x Terms 2,3 and 4)* *Cluster Time – 2 agreed session at In service + 2 collegiate meetings*			
• As a staff, revisit the Argyll and Bute LTA Framework to promote a consistent understanding of pedagogy which facilitates high-quality learning experiences.	HT	August 2025	All teachers demonstrate in collaborative work and practice that they understand the school's targeted areas of high-quality pedagogy and how to embed them in LTA.
• Identify, promote and engage with examples of professional reading which relate to identified areas of pedagogical focus.	HT	Throughout the session	All teachers engage in focused professional reading and can describe in PRD and other self-evaluation activities the impact it has had on LTA. All teachers engage in ongoing peer observation and discussion/evaluation of LTA
• Staff will develop planning and tracking system to be used consistently to drive pace and challenge	PT	October/January/May	Teacher judgement more robust – notes from tracking discussions and updated tracking spreadsheets

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2025-2026
Strategic Priority 2:	Title: **2.4/3.1 Ensuring positive impact of inclusion strategies for all children**	

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National Improvement Framework Priorities	HGIOS 4 and Early Learning and Childcare Indicators	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
2 x session In-service day *6 x collegiate session throughout the year* • Strategies to support the development of positive relationships will be developed using a variety of nurture and play resources and activities	CT/PT	August – October 2025	Children can identify how to support each other in learning and wider achievement tasks in a positive, supportive way. Children will be challenged to develop their interests and play further through the use of our schools framework and development of challenge questions using Bloom's Taxonomy
• Responsive planning systems will be developed to ensure that children are at the centre of planning for learning	HT/CT	August – October 2025	An environment and systems will be created where children can explain how they feel listened to and their views are valued

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• Develop links with a range of partners to support staff learning opportunities about ASN, outdoor learning and play	HT	October – February 2025/2026	Staff actively participate in professional learning opportunities to ensure their knowledge and understanding of both local and national guidance remain up to date enabling them to effectively contribute to children's planning Staff collaborate with a range of partners including support staff, specialists and other agencies and show understanding of the impact of ASN on learning, behaviour and social development
• Develop assessment strategy to meet the needs of all learners in the school and to measure and celebrate achievements	HT	October – February 2025/2026	Staff research and develop strategies to develop inclusive classroom practices, which will meet the needs of all learners, including the use of assistive technology, Staff effectively communicate with parents about ASN support strategies linked with children's planning

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2025-2026
Strategic Priority 3:	Title: **Priority 3 – 1.3 Ethos – Our Children, Their Future – Thriving together**		

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Establishment Improvement Plan | 2025 - 2026

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Phase 2 - *Develop* use of refreshed OCTF across school/ELC community a. Continued use of resources available to share refreshed OCTF across assemblies, staff meetings, communications, social media, school/ establishment events, etc.: • Interactive OCTF pdf • HoS overview videos • OCTF launch video • OCTF animation • Thinglink • Digital sharing site • Council social media clips b. Development of use of OCTF in school/establishment context School/establishment to develop use of OCTF within their context and across school/establishment community (staff, pupils, families, wider partners) Possible ideas: • Linking to school VVA • Rights Time to Focus on 5 Key priority areas • School communications with links to key priority areas • OCTF key priority areas identified in meeting minutes (pupil council, staff meetings, etc.) • Parent Council engagement with refreshed OCTF linking to their work/meetings • Floorbooks capturing life of the school in context of OCTF 5 key priority areas	HT/nominated staff member HT/nominated staff member(s)	**By October 2025** **By January 2026** **By June 2026**	The setting will have at least one upload on the digital sharing site illustrating OCTF in school/ establishment context The children will begin to record ways in which they learn, play and work together in a floorbook, linking this with OCTF priorities When sharing learning with families, OCTF priorities will be made explicit when evaluating learning.
Key Actions (from previous plans):			

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2025/2026

Strategic Priority 1:	Title: Improve curricular transition for P7/S1 New priority - Improve collegiate working across our cluster to positively impact learning, teaching and assessment

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National Improvement Framework Key Drivers	**HGIOS 4 and Early Learning and Childcare Indicators**	**Argyll and Bute Education Key Objectives**
- School and ELC leadership - Teacher and practitioner professionalism - Parent/carer engagement and family learning - Curriculum and assessment - School and ELC improvement - Performance information	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 Increasing creativity and employability/ Developing creativity and skills for life and learning	- Raise educational attainment and achievement for all - Use performance information to secure improvement for children and young people - Ensure children have the best start in life and are ready to succeed - Equip young people to secure and sustain positive destinations and achieve success in life - Ensure high quality partnership working and community engagement - Strengthen leadership at all levels

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
• Create a working party of OHS teachers and second level teachers from primary schools in OLI area with a focus on numeracy and maths. • HTs will incorporate 5 x 1.5 meetings into the WTA to enable teachers to meet between September '24 and June '25. • Create a draft transition policy. • Use the draft transition policy to ascertain what information is required for transition from P7 to S1. • Sharing good practice visits – OHS and OLI Primary Schools. (Resources, scaffolding) • Investigate the possibility of using a summative assessment to support curricular transition. • Create short surveys, before and after, for CT (Pri and Sec) and P7 pupils.	• Donald Feist and Lynsey O'Neill • OLI HTs • L O'Neill • Working group – PT CTs/OHS CT/DF/LON • HTs/Working Party • Working Group • Working Group • Working Group	1st September 2024 14th June 2024 1st September 2024 20th December 2024 Dates set by 20th December 2024 28th February 2025 20th December 2024	• Most P7 primary teachers across the OLI area and OHS Maths Teachers will have a shared understanding of standards and expectations of children who have achieved second level. (All P7 teachers, Maths teachers and P7 children 'before and after' survey about attitudes to numeracy and maths progression between P7 and S1) • Most P7 teachers across the OLI area and OHS maths teachers will engage with support materials that will be produced to ensure a shared understanding of standards and expectations of children working across second and third level and what each of the progress markers mean. (Survey) • Most P7 teachers across the OLI area and OHS Maths Teachers will introduce a Maths 'toolbox' into their classrooms to support teaching and learning and to ensure consistency of experiences for the children and young people. (Survey) • Most children will have a more positive mindset towards Maths (Survey) • Increase collegiate working for OLI Cluster Schools – most HTs will engage with OLI HT meetings. (Attendance at meetings) • OHS will have a better understanding of the experiences the children have had and what the progress marker means to ensure a smoother transition from P7 (Survey) Notes - survey not yet done. Due to staffing, OLI P7 cluster meetings were disrupted and not completed. - Actions: share toolkits/policies of teaching and learning in maths into shared OLI HT google drive. Include resources that are normally used in school to support learning in maths

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MODERATION Deliver INSET training (in-person at Park Primary and/or online) to build a shared understanding among staff of the purpose and processes of moderation Set aside 8 hours to WTA for moderation purposes. 3x2h for paired or group moderation. 1x2h cluster moderation. 2h per term. ACTIVITY 1: 1st meeting: Wed 27th 4-5pm (also online) Numeracy planning. Moderate on Wednesday 1st October. 4-5pm Term 2 - in school moderation. Schools' own priorities -may link with mini cluster. (2 hours). ACTIVITY 2: 2nd meeting: Thursday 15th January. 4-5pm. Planning for moderation- writing. Moderate on Thursday 26th February. 4-5pm Term 4 - in school moderation. Schools' own priorities - may link with mini cluster.	Donald Feist Sub cluster should have a lead from each school. To be nominated.	14.8.25 27.8.25 1.10.25 15.1.26 26.2.26	**Moderation** Success criterion By the end of the INSET training, at least 90% of participating staff will correctly identify and articulate the agreed purpose and key steps of the moderation process in a post-training survey or reflective task **Activity 1: Numeracy Moderation (Term 1)** Success Criterion: Teachers demonstrate a shared understanding of numeracy standards by reaching 90% consistent assessment judgments during moderation discussions. **Activity 2: Writing Moderation (Term 2)** Success Criterion: Teachers apply agreed success criteria to assess writing samples consistently, with 90% alignment in judgments across the cluster. **Activity 3: In-School Moderation (Terms 2 & 4)** Success Criterion: Teachers use moderation outcomes to inform planning, resulting in more targeted support and improved pupil progress in identified areas. HTs to agree success measures in advance: XBRA/writing progression etc. **Cluster-Wide Collegiate Working** Success Criterion: All schools actively participate in moderation activities(with at least 80% of teachers attending each activity). Qualitative feedback from CTs evidencing increased collaboration and shared professional dialogue across the cluster.

Cluster trios:

Sub Cluster 1: Lochnell   Strath of Appin   Dunbeg   Park

Sub Cluster 2: Barcaldine   Lismore   Taynuilt   Dalmally   St Columbas

Sub Cluster 3: Easdale   Kilninver   Craignish   Arinagour   Rockfield

Key Actions (from previous plans):

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2025-2026

Strategic Priority ELC:	Title: **Priority 1 (Early Years) HGIOUELC 2.3– To strengthen educators understanding of planning for progression using a balance of child and adult led learning**

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National Standard	HGIOS 4	Quality improvement framework for the early learning and childcare sectors	Argyll and Bute Education Key Objectives
- 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	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** - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement **Children thrive and develop in quality spaces** - Children experience high quality spaces **Children play and learn** - Play and learning - Curriculum - Learning, teaching and assessment **Children are supported to achieve** - Nurturing care and support - Wellbeing inclusion and equality - Children's progress - Safeguarding and child protection	- 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
• Staff will engage with reading and training opportunities about Realising The Ambition – Being me	HT	August 2025 – October 2025	Notes from staff planning discussions will demonstrate clarity of thinking about the importance of child led play and observations
• Refreshed relevant planning systems will be designed to include children's voice	HT/CCEW	August 2025	Planning systems and trackers will focus on high quality learning experiences and relevant next steps
• Staff will review the use of floor books and refresh own understanding about how learning can be planned, tracked and evaluated through the use of a floor book	CCEW	October 2025	Children's voice and planning ideas will be evident in planning folders and children will identify as being learners
• Tracking systems will be developed for literacy and numeracy to ensure that pace and challenge is maintained and the staff have clarity of understanding as the child as a learner and next steps are planned to meet each child's needs	HT/CCEW	November 2025	Tracking discussions will be focused on learning and transition information will be clear and focused on next steps
• Updated and relevant profiles will be designed to ensure information is relevant for families and child's voice is at the forefront	HT/CCEW	February 2026	Evaluative comments on floor books and profiles will show that parents understand progress and next steps for their child.

Establishment Maintenance Improvement Planning – Optional	Session: 2025-2026

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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
- 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** - Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement **Children thrive and develop in quality spaces** - Children experience high quality spaces **Children play and learn** - Play and learning - Curriculum - Learning, teaching and assessment **Children are supported to achieve** - Nurturing care and support - Wellbeing inclusion and equality - Children's progress - Safeguarding and child protection	- Best start for learners - Ambitious learners - Nurtured learners - Connected learners - Lifelong learners

Key Actions (from previous plans):

- Continue to maintain the standard for Eco schools and gain eighth Green Flag session 25/26

- Continue to develop Rights Respecting school moving from Silver to Gold

- Continue to develop QI writing, considering a programme as to when to use the approach to have the most positive impact on children's writing progress

- Continue to develop recording skills and wider achievement systems to value our outdoor learning experiences

- Continue to develop partnerships with the community to support the development of skills and wider achievement through a range of experiences

Pupil Equity Funding | Planning and Reporting

School Name: Kilninver

Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.

Identify:

Baseline Data – Primary School Roll 5 pupils

SIMD – the majority of pupils SIMD 6 with the exception of a small minority either at SIMD 5 or 7

The school is considered to be remote, rural

ASN – Number of UCP – 1 awaiting assessment for ASD

　　　Literacy interventions – 1 pupil – dyslexic

Attainment Data –

- From standardised assessment data, SNSA results, ACEL and APLs tracking and discussion with staff have highlighted a need:
    - To improve literacy attainment, particularly in writing with those pupils identified as being dyslexic through the use of the Dyslexic Toolkit
    - To provide targeted support with numeracy targets for those who experience a dip in some significant aspects of learning
    - To offer opportunities for wider achievement considering our rural location

- From discussions with staff and parents and through the use of the wellbeing wheel, this has highlighted a need for
    - Targeted interventions to support some pupils who experience times of dysregulation due to anxiety about facing times of change or challenge and having ASN needs (ASD and Dyslexia)
    - Ways to ensure all children are included in the life of the school and to develop strategies to build positive relationships
    - Support working together situations to mitigate the small number in each cohort and to develop skills and build relationships with more children

As a result our key priorities will be to improve attainment in literacy and numeracy for those pupils not making expected progress, the improve opportunities to plan and own their learning and to build positive relationships with others both within the school and with other settings.

A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.

Pupil Equity Funding | Planning and Reporting

Gap Identified	Outcome(s)	Measure(s)	Key Actions/Activities	Mid Year Impact
Detail gap that has been identified through data scrutiny	*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?*	*This is the data we will use to determine whether or not the outcome has been met*	*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.*	(To be completed in February) *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.* *What is progress looking like based on your planned outcome/measure action/ – on track, complete, not on track?*
Literacy School tracking data indicates that the following gaps exist for the minority of our pupils • Using spelling strategies • Continue to develop and extend writing skills	By June 2026, parallel spelling will show an increase of at least 6 months. By June 2026, there will be a greater understanding of how assistive technology can support writing and ALPS will show an increase of at least one level	Parallel spelling ALPS data	Staff will research methods to teach spelling, with a particular focus on dyslexia, looking to Dyslexia Scotland for advice and training Staff will research how to make the best use of assistive technology, looking to Call for the most appropriate apps and resources	

Numeracy School tracking data indicates that the following gaps exist for the minority of our pupils • Establish confident mental maths skills	By April 2026, children identified will demonstrate greater confidence and skill in mental agility	Highland Numeracy Diagnostic assessment – progress through basic skills	Staff will seek advice from Counting on Excellence team as to most effective methods to develop mental skills Staff will analyse data from October diagnostic data to plan interventions Staff will teach specific interventions from period November – February	
• Develop strategy and problem solving skills	By April 2026, the majority of the children will demonstrate understanding of strategies to solve problems at their level	Highland Numeracy Diagnostic Assessment – progress through addition, subtraction, multiplication and division	Staff will seek advice from Counting on Excellence team as to most effective methods to develop strategies to solve problems Staff will research resources to effectively build on strategies Staff will plan to focus on specific strategies, identified in October assessments	

HWB Surveys and internal data shows that • A minority of pupils engage with opportunities for wider achievement outwith school	By June 2026 100% of pupils will have engaged in an activity to promote wider achievement and the development of skills, they will evaluate 7+ on wellbeing wheel responsible and active	Wellbeing wheel Pre and post evaluation of skills tracker	Our outdoor leader will design at least 8 opportunities in various locations to provide challenge and to develop a range of skills Partnerships will be developed with LiveArgyll to develop lunchtime clubs	
• A minority of pupils engage with other children outwith the school cohort	By June 2026, 100% of pupils will have had the opportunity to collaborate and learn with other children of their age and stage, they will indicate 7+ on wellbeing wheel included and respected	Wellbeing wheel Leuven scale of wellbeing – teacher observations • Baseline • 3 further observations during outdoor learning session/working with others sessions	Staff will collaborate with partner schools to provide at least 4 sessions of collaborative working.	

• Regulation/nurture support	By June 2026, observations will indicate a reduction in periods of dysregulation By June 2026, there will be an increase of the target group from 2-4 using the Leuven scale of engagement	Pastoral note records Violent incident records – will decrease on a termly basis Leuven scale of engagement – staff observations – • Baseline • 3x observations of times when expected to work with others and breaks	Staff will engage with nurture support teacher to design nurture support sessions Staff will research how to use lego therapy to support targeted group to build social skills The targeted group will demonstrate increased understanding of and use of self-regulation strategies	

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

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	☐	Social and Emotional Wellbeing	☑	Promoting Healthy Lifestyles	☐	Targeted approaches to Literacy and Numeracy	☑	Promoting a High Quality Learning Experience	☐	Differentiated Support	☐
Employability and Skills Development	☐	Engaging Beyond the School	☐	Partnership Working	☐	Professional Learning and Leadership	☐	Research and Evaluation to Monitor Impact	☐	Using Evidence and Data	☑

Spend Details	Carry Forward 2024 - 2025	PEF Allocation 2025 - 2026
Purchase of nurture resources TGMC - £250 Forest school (14 weeks) and related transport costs - £2000 Sumdog License - £8 Resources for calming and meeting ASN sensory needs - £500 Minibus costs for opportunities for wider achievement - £1000 Resources to implement nurture outdoors and indoors - £1000 Resources for staff development related to ASD and Dyslexia - £245	£ 598.40	£ 4990
	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	**Final spend (End of Session)** Identify any significant changes in expenditure.
	£	£