

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Westerton Primary School
Head Teacher	Kate Turnbull
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.westerton.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.westerton.e-dunbarton.sch.uk/learning/curriculum/

Looking Forwards – 3 Year Improvement Plan Priorities			
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Play & Enquiry Based Learning		Curriculum Rationale
Priority 2	Science, Technology, Engineering and Maths (STEM) / Developing the Young Workforce (DYW)		Expressive Arts
Priority 3	Health, Wellbeing and Inclusion (the Circle and Rights-Based Learning)	Learning for Sustainability	Outdoor Learning

Section 2: Improvement Priority 1	
School/Establishment	Westerton Primary School
Improvement Priority 1	Play & Enquiry Based Learning
Person(s) Responsible	Strategic leadership HT DHT & PT Class teachers Collaborating with teachers and pupils

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	teacher professionalism school improvement curriculum and assessment	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Improvement in employability skills and sustained, positive school leaver destinations for all young people

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Improvement in skills and sustained, positive school-leaver destinations for all			Placing the human needs and rights of every child and young person at the centre of education
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil leadership in play and enquiry – formulating questions/ presenting findings Teacher leaders in play and enquiry lead prof learning sessions and peer support role Staff collegiate working Staff collaboration / working groups to develop PEBL planning formats	Time – in-service days/ staff meetings Cover for teacher leaders to attend training/ visit other schools Cover for peer observation Play resources Maths Recovery Chrome books to support research SDS meta-skills toolkit and materials RAiSE challenges and materials Non-fiction texts	Working with Parent Council and wider parent forum Update and showcases in newsletter and Seesaw Assemblies with follow on class visits showcasing learning approaches
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Skills Development Scotland professional learning on Meta-skills/ self-directed learning of staff Play and enquiry pedagogy (Education Scotland) EDC Play/ Enquiry professional learning opportunities and Play/PEBL PLC participation identified in professional learning calendar Practitioner enquiries (optional) Reading and research – Getting Personal with Inquiry Learning, Kath Murdoch	Equity through play and enquiry pedagogy Play and enquiry supporting ASN	Seesaw subscription Non-fiction texts to support social subjects enquiry (See below)
Links to rights Article 12: Pupil voice shapes play and enquiry, developing leadership and collaboration (Meta-skills). Article 13: Creative play builds expression and critical thinking; links to SDG 9: Industry, Innovation and Infrastructure. Article 28: Inclusive access to play supports equity and engagement; links to SDG 4: Quality Education and SDG 10: Reduced Inequalities. Article 29: Enquiry nurtures talents and life skills like resilience; links to SDG 8: Decent Work and Economic Growth. Article 31: Play as a right promotes wellbeing and participation; links to SDG 3: Good Health and Wellbeing.		

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
All children can identify, apply and evaluate meta-skills in different contexts and are able to demonstrate their understanding and awareness of meta-skills.	All staff will carry out baseline audit of knowledge and confidence of the meta-skills and their application across the curriculum, relevance to learning. Audit analysis informing next steps.	Pre and post questionnaires. Staff check-ins. Collegiate sessions and professional dialogue. SDS meta-skills self-assessment tool.	Staff baseline August 12	
	All learners will carry out baseline audit of knowledge of meta-skills. Each class will sign up to share a meta-skill in assembly.	Assembly evidence on Seesaw.	Learner baseline by end August. Assembly sign up 12 August.	
All children will improve their critical thinking, creativity, and collaboration skills through play and pupil enquiry-based learning.	Play and enquiry leads introduce SDS meta-skills linking to CfE and World of Work. SIP rationale shared with school community.	Professional dialogue. Podcast shared with school community.	August in-service September	
All children will have opportunities to lead their own learning in play and enquiry enabling environments.	All staff will carry out play baseline audit Area 6 Resources to identify next steps. Play/Enquiry leads will support teachers to adapt classrooms to facilitate child-led learning.	Pre and post play audit Area 6.	21 August Ongoing throughout Term 1	
All learners will develop their understanding and application of meta-skills and can evaluate their own metacognitive learning.	All staff participate in meta-skills staff CLPL and self-directed exploration of SDS meta-skills website to prepare for delivery. All staff will contribute to development of meta-skills materials e.g. stickers, certificates, wall displays,	Staff meta-skills area on Seesaw. Teacher PRDs. Collegiate time and staff meetings Materials in use and on display in all classes. Class assemblies and events showcase knowledge of meta-skills.	26 August Ongoing throughout the year	

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	characters, pupil reflection sheets, skills tracker etc.			
	All class teachers introduce meta-skills through 'meta-skill of the week' in classes from September using and reinforcing consistent language (October for P1).	Jotters and Seesaw. Teacher planning formats evidence meta-skills in curriculum plans Displays evidence meta-skills learning.	September – November P2-7 October-December P1 10 October check-in	
	Play/Enquiry leads develop parent information leaflet/sway. Collaborating with pupil leadership groups.	Parent information shared with parent council and wider parent forum.	October	
	P1 play experiences developed linking play to meta-skills.	Observations of T&L Play planning documentation updated. Play policy updated.	October - December	
Staff will have a clear understanding of enquiry approaches.	All staff will carry out baseline audit of confidence and skill in enquiry approaches. Audit analysis informing next steps. Leads will develop social subjects enquiry overview and share with staff. Draft planning formats shared (IDL links / SDG / UNCRC and meta-skills/ RAiSE planners) All staff will populate enquiry planning templates.	Baseline audit of staff carried out. Draft planning formats explored and shared with staff.	10 October Inset 23 October 28 October	
	All teachers will engage in professional learning in enquiry pedagogy from play & enquiry leads: Introduction / cycle / structure / planning - big questions and lines of enquiry etc. /taught enquiry skills e.g. research/ recording/sharing /linking meta-skills to enquiry /enquiry examples shared. All teachers are empowered to develop their own skill and	PRD Pre and post session questionnaire. Classroom observations. Good practice visits. Teacher check-in at SIP/staff meetings. Peer support from staff who piloted enquiry 2024-25.	PRD October SIP 23 October SIP 28 October SIP 02 December to Teacher check-ins term 2 meetings	

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	confidence through additional self-led professional learning (Education Scotland/ Murdoch/ EDC enquiry professional learning/ etc.).			
	Teachers populate content for enquiry plans using agreed template.	Structured enquiry templates populated by staff and in use.	Planning moderation 03 Feb / 06 Feb	
Increased learner knowledge and confidence in pupil led learning through enquiry.	Pre-enquiry leaning delivered to all pupils. All classes carry out structured social subjects enquiry. Working with pupils to ensure pupil voice incorporated in lines of enquiry and children's interests are reflected in enquiry outcomes.	Enquiry enabling environments established (library visits/ pairs and groupings agreed/ ICT sessions incorporated). SLT / peer observations of enquiry Learner and staff feedback through quality assurance.	From January Pre-enquiry skills Structured enquiry 23 February to April	
	Term 2 evaluations gathered in advance of a second structured enquiry in Term 3 linked to the commonwealth games. All classes to select a country competing in the commonwealth games as their focus. All classes to identify key learning based on interests and develop. Sports Day linking to countries. Teachers to populate planning templates.	Structured enquiry template populated. Whole school display 'the Road to Glasgow' Sports Day links created. Showcase timetable scheduled for visits to other classes.	2 nd enquiry cycle April to June May- Sports Day link SIP 28 May – check-in and showcase planning	

Section 2: Improvement Priority 2

School/Establishment	Westerton Primary School
Improvement Priority 2	Science, Technology, Engineering and Maths (STEM) / Developing the Young Workforce (DYW)
Person(s) Responsible	Head Teacher - strategic leadership Class Teachers Supported by PT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment parent / carer involvement and engagement teacher professionalism school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning QI 2.7 Partnerships	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in attainment in numeracy and Maths
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff STEM distributed leadership in STEM P7 Young STEM leaders P6 Digital leaders Junior leadership team	Make do kits (£870 PTA funds) Sphero Indi robotics (£3,000 PTA funds) STEM nation registration STEM learning resources (STEM Glasgow/ STEM Learning/ SSERC/ RHET) STEM websites- (RAiSE/ Education Scotland) EDC STEM community STEM curiosity areas developed in playground STEM library / class library books myworldofwork.com	Maths week & Science week parent-led workshops including STEM careers Parent information and updates through Seesaw and newsletter Parent Council – self-evaluation Family STEM challenges STEM assemblies STEM learning updates in newsletter & information leaflet
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
EDC STEM professional learning Professional learning delivered by Teacher leaders in STEM/ STEM ambassadors / STEM learning opportunities/ RAiSE Developing the young workforce and Careers education standard SSERC Young STEM leader training for P7 staff	Gender bias/ unconscious bias in STEM explored Targeted support through STEM clubs and partnership Employability & Skills Development Stakeholder engagement / partnership working opportunities	Make do kits Sphero Indi STEM challenge resources

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
All learners will experience high-quality, progressive STEM	All staff will audit current STEM provision.	Baseline data and staff development needs identified.	August 13 STEM audit.	

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learning linked to real world contexts.	All staff will know the elements of STEM nation. STEM nation video shared with staff. All staff gather STEM learning evidence throughout the year.	STEM Nation PowerPoint of evidence to be added to by all staff throughout the year.	August.	
	Relevant staff participate in YSL training and Young STEM leaders programme to begin (SSERC).	Digital profiles of learners engaged in YSL.		
Identified children will have their numeracy needs assessed and targeted.	Maths Recovery approaches – DHT and PT to establish Maths recovery approaches with support staff and SfL teachers.	Assessment resources prepared. Maths recovery assessments in use.	Prepare resources T1. Implement T2 onwards.	
All learners will develop skills for learning, life and work with an understanding of STEM related careers.	STEM leads deliver professional learning in Careers Education Standard and Developing the Young Workforce with staff. STEM learning planning linked to careers and DYW in social subjects and science planners. My World of Work used with P5-P7.	Career links evident in planning and observations. Teachers and pupils have a clear understanding of careers education. Pupils can make links to skills to jobs.	27 November.	
All learners will benefit from STEM activities which will be equitable, inclusive engaging all genders and abilities.	All staff share STEM learning resources and experiences. Staff share good practice/ useful websites and approaches in STEM.	STEM resources / useful websites staff overview created. (IDL/curriculum links). Collegiate sessions sharing good practice.	18 November. 02 December.	
Strengthen parental involvement and community partnerships to enhance STEM learning and career awareness.	All classes participate in Maths week Scotland 'Wild Maths'. Maths careers parental involvement opportunities to be explored. STEM leaders deliver assembly / workshops.	Seesaw evidence. Staff, parent and learner feedback.	16 Sept planning. 22 September.	
	All classes share STEM home learning / RAiSE Challenges on Seesaw (Pupil involvement).	Seesaw evidence and STEM Nation PowerPoint evidence. Parental engagement timetable.	Monthly - ongoing throughout the year.	

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	All teachers deliver internet safety learning using SID resources/ theme "too good to be true?" enhanced by Digital Leader workshops / assembly and parental involvement. All learners participate in NSPCC Number Day.	Seesaw evidence of digital leaders workshops / assembly and pupil internet safety Q&A.	20 January – staff meeting. 06 Feb NSPCC Number Day. 10 Feb Internet Safety week.	
	All teachers participate in Science Week – STEM careers parental involvement. Young STEM leaders assembly / workshops with a focus on why STEM is important.	YSL workshop timetabled. Parental engagement timetabled Learner feedback.	12 February STEM/ Science Week collaboration/ planning. 9 March Science Week	
	Staff professional learning in AI tools to be delivered by EDC.	Staff awareness of AI tools advantages and limitations.	TBC – 12 Feb if in house.	
	STEM parent information leaflet/sway created and shared.	Parent information shared on Seesaw and website.	By August 2026.	
Children in P5/6 class will develop confidence in applying maths skills and engage in enriched STEM learning experiences.	Implement Mathsburst with a focus on daily numeracy routines and reasoning skills. Use STEMspace resources to design cross-curricular STEM investigations and challenges.	Observation and feedback during STEMspace activities. Pupil reflections and teacher evaluations of impact.	Staff CLPL August.	

Links to rights

Article 28: Access to STEM learning supports every child's right to education; links to SDG 4: Quality Education.

Article 29: STEM and careers education develop talents, skills, and ambitions; links to SDG 8: Decent Work and Economic Growth.

Article 13: Enquiry-based STEM learning develops creativity, communication, and problem-solving; links to SDG 9: Industry, Innovation and Infrastructure.

Article 12: Pupil voice in career planning and learning choices promotes ownership and agency; links to SDG 5: Gender Equality and SDG 10: Reduced Inequalities.

Article 17: Access to up-to-date information through digital and careers education supports informed decision-making; links to SDG 17: Partnerships for the Goals.

Section 2: Improvement Priority 3

School/Establishment	Westerton Primary School
Improvement Priority 3	Health, Wellbeing and Inclusion Rights Respecting Schools Gold The Circle
Person(s) Responsible	Head Teacher strategic leadership RRS – DHT & CT

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	CIRCLE – DHT & CT
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self evaluation for self improvement QI 2.7 Partnerships	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> DHT and teacher leaders leading priority RRS DHT and teacher leader (Circle advisor) leading priority Circle Pupil voice for individual target setting and identifying of support strategies. Pupil committees (RRS pupil group and Junior leadership team) 	<ul style="list-style-type: none"> UNICEF website resources Picture News subscription Time – noted on collegiate calendar Cover costs for staff Sensory kit bags £500 CIRCLE Framework tools: https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary/ Education Scotland Training videos 	<ul style="list-style-type: none"> Parent Council involvement Parental Engagement -Use of Participation Scale and Parental Postcards for individual learners
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials Quality assurance processes - peer/ SMT/professional discussions Linking with identified schools 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support individual pupils' targeted supports A culture of tolerance and acceptance of differences 	<ul style="list-style-type: none"> Picture News subscription (see below)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
Most children are familiar with a wide range of Articles of the CRC, the ABCDE of rights and understand the role of duty bearers.	Gold action plan shared at in-service day. Staff to work with pupils to create class charters including links to Rights/ Global goals/ ABCDE of rights and the role of duty bearers.	Staff aware of priorities in action plan and work towards shared goals. Class charters displayed in all classes show ABCDE of rights, SDG links and role of duty bearer.	12 August. End September.	
	Staff CLPL refresher on ABCDE of Rights, the role of duty bearers and how to include rights/SDG in the planning and delivery of teaching and learning. Play and enquiry approaches as identified above to incorporate rights and SDG in social subjects and STEM.	Staff meeting minutes/ CLPL resources.	12 August.	
	Rights leads carry out pupil rights audit to assess understanding of ADCDE of rights, duty bearers and rights in action. Follow up actions to be implemented.	Baseline audit and follow-up data show improvements Pupil views in RRS committee meetings and class meetings.	Pupil Audit – by end September. Follow up – March.	
	Rights leads work with RRS committee to create assembly input with focus on Rights to reinforce/ introduce learning about Rights.	Assembly schedule created with Rights Committee input identified.	September.	
	Annual assembly programme will make links to Rights / global goals including Class Charter assembly.	All class assemblies will include links to Rights and Global Goals.	September / ongoing.	
	Gold action plan reviewed with staff and accreditation visit overview shared with staff.	RAG action plan. Accreditation visit.	9 December. 10 February.	
	All children have the opportunity to participate in a campaigns which promote the rights of others locally and globally.	School participation in campaigns to be audited by RRS. Opportunities for pupil leadership to be identified e.g. foodbank fun run. School committees to take a lead role in campaigns including: Show Racism the Red Card – RRS Committee/ House Captains	Campaign audit complete. Campaign calendar created.	End October.

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	Fairtrade Fortnight/ healthy eating campaigns – Food & Fairtrade Committee KSB Clean up Scotland litter campaign– Eco Committee. Internet Safety campaign – Digital Leaders. Road Safety campaign – JRSOs.			
	Celebrate World Children's Day – whole school event to celebrate establishment of UNCRC with opportunities for pupil led learning across the school.	RRS committee information created and pupil led learning evidenced across Seesaw.	20 November.	
All children understand their role as global citizens.	Rights leads use Youth Advocacy Toolkit with RRS committee to facilitate a campaign on a global issue.	Campaign theme identified.	January.	
	Continue to further the work of the core school committees through wider participation in Committees 12.	4 x Committees 12 timetabled.	January – June.	
Most adults and the wider community show a commitment to CRC.	Awareness of CRC raised in and beyond the school through development of rights information leaflet / poster for pupils and parents. Updates to be included in school newsletter. Rights policy reviewed with school community and shared on website.	Posters/ leaflet shared across school community.	Ongoing throughout year.	
Most children understand how local and global issues and sustainable development are linked to rights.	Newsround, Spotlight and Picture News will be used regularly in all classes to support teaching and learning about global issues.	Teacher planning, professional discussions and learning conversations.	Ongoing throughout year.	
All children's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Rights leads recap and expand on Circle Framework. Staff input on Participation Scale and associated supports. Pre and post staff evaluation carried out.	Staff feedback informing next steps in Circle Action plan. Pre and post data evidence impact.	13 August Inservice day 2. 21 August.	
	Circle advisor PLC sessions throughout the year feeding back to school staff.	Staff meeting minutes.	28 August, 23 October, 29 January, 30 April.	
	Professional dialogue at termly targeted support and tracking meetings to include CIRCLE case study dialogue.	Targeted support and tracking meeting professional discussion record.	August /January / April.	

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	Identified parents and pupils evaluate impact of Circle strategies. Learners to be involved in self-selecting strategies and supports available in their learning environments.	Feedback data collated and reviewed informing next steps.	June 2026.	
All children will learn in inclusive classroom environments with access to consistent universal supports.	Teachers implement 'Westerton's have-to's' and complete CICS to critically evaluate classrooms. Staff will work individually and with a peer to evaluate. Sensory kit bags in all classrooms.	Changes evident in all classrooms. Moderation and evaluation evidence shows increase in universal supports available.	21 August staff meeting on CICS/ time for peer collaboration. Kit bags – by December.	
	Rights leads will analyse individual CICS feeding into school action plan. School wide Circle focus to be considered.	Westerton Circle Action Plan developed.	September.	
Identified children will benefit from access to personalised support through Circle Participation Scale (CPS).	Staff use CPS to identify individual learners' strengths and areas for development.	Completion of pre and post participation scale through a case study approach.	By June 26.	
	Teachers analyse participation Scale (CPS) and identify skills and strategies. DHT and teachers to collaborate to complete a detailed assessment of needs if required.	CPS analysis and needs assessments.	By June 26.	
Individual learners will benefit from multiple perspectives sought in the assessment process, leading to a shared understanding of effective support strategies.	Staff identify and implement further strategies to enhance pupil skills in collaboration with parent/carer and individual children. Use of parent postcard approach with pupil case studies.	Parent and pupil consultation and feedback. Parent Postcards. Parent Council consultation.	By June 26.	
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework.	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework.	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS.	Term 3 By June 26.	

Links to rights

Article 2: Inclusive practice ensures every child is treated fairly and without discrimination; links to SDG 10: Reduced Inequalities.

Article 3: The Circle Framework supports planning in the best interests of each child; links to SDG 3: Good Health and Wellbeing.

Article 12: Learner voice is central to inclusive planning and RRS work, promoting agency and participation; links to SDG 16: Peace, Justice and Strong Institutions.

Article 23: Children with additional support needs are supported through adapted environments and personalised approaches; links to SDG 4: Quality Education.

Article 29: A rights-based, inclusive ethos nurtures every child's personality, talents and abilities; supports SDG 8: Decent Work and Economic Growth.

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Article 42: Children learn about their rights through the RRS journey and inclusive whole-school culture; links to SDG 17: Partnerships for the Goals.

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Health & Wellbeing, Literacy and Numeracy interventions for identified groups</i>	<i>Identify PEF allocation, staffing and resources that will be procured to support</i>	<i>Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	<i>Identify progress and impact in narrowing the PRAG</i>
Attainment in numeracy will be improved for identified child.	Maths Recovery professional learning for SLT, support staff and SfL teachers led by DHT. Maths Recovery assessment and interventions to be piloted with 1 child.	Maths Recovery textbooks x 2 £50.	Maths recovery assessments identify areas for targeted maths recovery interventions.	Term 1 professional learning. Term 2 & 3 Maths recovery assessment and intervention.	
All children will have access to subject specific non-fiction literature to support independent learning through enquiry.	Children and teachers in each class create wish list of non-fiction texts to support play and enquiry approaches (Social subjects and STEM).	Social subjects and non-fiction texts (£60 per class) £660.	Enquiry learning showcase event/ enquiry jotters highlighting depth and breadth.	Term 2.	
Identified children will have access to digital devices to support inclusive practices and independent learning skills.	Laptops available in classes to support inclusive practices and enquiry approaches. Additional iPads in P1 classes.	HP EliteBook 640 G11 Laptop x 7 (£416.64 each) £2,083.20. iPads x 4 (£337.71 each) £675.42.	Enquiry learning showcase event/ enquiry jotters highlighting depth and breadth.	Ongoing throughout the year.	
All P1 children will have access to a wider range of reading materials at school and at home.	ORT materials at stages 1-3 will be audited, following which there will be a wider selection of texts available at P1 stage.	ORT reading books to be replenished £1,600.	Children engaged in literacy learning at home and at school.	Ongoing throughout the year.	
Identified pupils will benefit from consistent support for learning.	Support for learning timetabled for identified children. Soft starts and nurture for individual pupils. Group support in literacy and	Support for Learning Assistant additional hours (August to June) £13,156.00.	Tracking and assessment information and work samples. Supporting learning impact reports and pupil progress	Termly assessment information.	

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	numeracy for identified children.		evidence. Timetable with 22% additional SLA hours.		
All children will have their learning progress tracked on Seesaw.	Seesaw will be used at least once per week per child to support and record progress in learning in class and at home.	£1,677.5 (£6.10 x 275).	Seesaw learning journals evidence progress towards learning targets.	August to June termly targets set and measured.	
All pupils will have enhanced learning experiences with access to engaging and diverse online resources.	All teachers will use online subscriptions to Sumdog, White Rose Maths and Language Angels to deliver engaging and interactive numeracy and modern languages activities.	Sumdog - £736.56. (198 x £3.72) WRM - £210. Language Angels - £279. Picture News - £200.	Sumdog usage reports will show the majority of pupils are using Sumdog. Teacher professional dialogue in staff meetings will determine impact of subscriptions.	Review subscription usage with staff in April.	
All children will have access to sensory supports.	Sensory kit bags available in every class.	£500.	Children observed using sensory materials positively impacting upon engagement.	October.	

School PEF allocation 25/26: £23,263.45

Total PEF allocated in SIP £23,251.90 Underspend: £11.55 (this will be used for non-fiction books)