



Education

## Establishment Improvement Plan 2025 - 2026



St. Andrew's Primary

## Contents:

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Fund Planning

## 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"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/ securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Leadership</b> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> </li> <li><b>Children thrive and develop in quality spaces</b> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> </li> <li><b>Children play and learn</b> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> </li> <li><b>Children are supported to achieve</b> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>

Strategic Priorities 3 Year Cycle		
2025 – 2026:	2026 – 2027:	2027 – 2028:
<ul style="list-style-type: none"> <li>○ Improve attainment in reading, writing and numeracy</li> <li>○ Develop high quality teaching and learning – questioning and feedback</li> <li>○ Enhance whole-school nurturing approaches</li> <li>○ Develop active learning/ play-based approaches/ use of outdoors</li> <li>○ Explore digital technologies to enhance learning</li> <li>○ Explore skills for learning, life and work</li> <li>○ Further develop our commitment to faith</li> </ul>	<ul style="list-style-type: none"> <li>○ Maintain attainment in reading; Improve attainment in writing and numeracy</li> <li>○ Embed high quality teaching and learning</li> <li>○ Embed whole-school nurturing approaches</li> <li>○ Further develop active learning/ play-based approaches/ use of outdoors</li> <li>○ Develop use of digital technologies to enhance learning</li> <li>○ Continue to develop as a community based on faith</li> <li>○ Develop the curriculum, linking to local context and skills for learning, life and work</li> </ul>	<ul style="list-style-type: none"> <li>○ Maintain attainment in reading, writing and numeracy; Look to enhance experiences in listening and talking</li> <li>○ Embed high quality teaching and learning</li> <li>○ Maintain whole-school nurturing approaches</li> <li>○ Embed active learning/ play-based approaches/ use of outdoors</li> <li>○ Further develop use of digital technologies to enhance learning</li> <li>○ Embed community links/ parish links</li> <li>○ Enhance the curriculum, linking with local partners to develop skills for work</li> </ul>

## Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2025-2026

### National Improvement Framework Key Outcomes

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- 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	Pupil Groups
Parents	Termly	Surveys
Staff	Termly	Meetings

National Improvement Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<b>Attainment</b> Improve attainment in Literacy (with specific focus on writing) and numeracy	Increase attainment in writing and numeracy across the whole-school	<b>Attainment</b> Progress & Achievement data will show the following increases- <ul style="list-style-type: none"> <li>- Writing: 5% across whole school/ year groups</li> <li>- Numeracy: 10% across whole school/ year groups</li> </ul>	Y
<b>Wellbeing</b> Develop whole-school nurturing approaches to support wellbeing	Whole school understanding of the principles of Nurture and how to put them into practice.  Use of wellbeing data to identify and address needs in class, ensuring learners are supported socially and emotionally to be ready to learn	<b>Wellbeing</b> Glasgow Motivation & Wellbeing Data will show increase in learners' views of their wellbeing. Children will be able to talk about their feelings and explain them, as well influences on their emotions and strategies they can sue to help manage their emotions.	Y
<b>Engagement in Learning</b> Review teaching approaches and explore active learning / play-based pedagogy/ use of the outdoors across the school to promote engagement.  Explore the use of digital technologies to enhance learning.	Employ a variety of active approaches to learning including active learning, play-based pedagogy and use of the outdoors to promote motivation and engagement.  Audit how we use technology and use a digital skills framework to develop practice across the school	<b>Engagement in Learning</b> <ul style="list-style-type: none"> <li>- CIRCLE Participation Scales for sample learners in every class</li> <li>- Learner attitudes to learning surveys</li> </ul>	Y
<b>Religious Education</b>	Develop as a community of faith and learning – showing a commitment to the formation of the whole person in an inclusive ethos, honouring the life, dignity and voice of each person, made in the image of God.	<b>Religious Education</b> <ul style="list-style-type: none"> <li>- School self-evaluations using Developing In Faith (DIF) to identify priorities to action</li> <li>- Reviews of progress using DIF and Charter for Catholic Schools in Scotland</li> </ul>	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: Raise attainment in literacy (writing) and numeracy

#### National Improvement Framework Key Outcomes

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- 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
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<b>Writing</b> <ul style="list-style-type: none"> <li>- Share good practice across the school, with reference to staff training in Q.I. Writing from last session</li> <li>- Use research to identify elements of best practice (see resources below)</li> <li>- Identify a whole-school approach to teaching writing, including good quality feedback</li> <li>- Take an Adopt – Adapt – Abandon approach to implementing specific actions in classes then review impact to form a policy on the teaching of writing in St Andrew's Primary</li> </ul>	Leigh O'Donnell	December 2025	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predicted attainment levels in writing will improve across the school by February 2026; with June 2026 ACEL data showing a 5% overall improvement across the school.</li> <li><input type="checkbox"/> Almost all learners will be able to talk about their progress and next steps in writing.</li> <li><input type="checkbox"/> There will be a clear policy for the teaching of writing across Early, First and Second levels.</li> </ul>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>- Use new Collins Primary Maths for Scotland resources in ALL classes (Early, First and Second levels)</li> <li>- Identify areas of good practice from research, with a focus on questioning and utilising higher order thinking skills, to replicate in classroom practice (see resources below)</li> <li>- Explore concrete materials to support sound embedding of new concepts, as well as problem solving and numeric oracy resources. Trial use with targeted groups of learners requiring additional support to make progress.</li> <li>- Learning and teaching observations of implementation of new strategies and resources.</li> </ul>	Jacqui Shields	April 2025	<ul style="list-style-type: none"> <li><input type="checkbox"/> Predicted attainment levels in numeracy will improve across the school by February 2026; with June 2026 ACEL data showing a 10% overall improvement across the school.</li> <li><input type="checkbox"/> Class teachers will use a variety of methods to assess learners' knowledge and understanding in mathematics and numeracy – including summative and formative assessment strategies.</li> </ul>



## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

## Strategic Priority 2:

Title: Develop whole-school nurturing approaches/ Whole-school approach to wellbeing

## National Improvement Framework Key Outcomes

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- 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
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p><b>Whole-School Nurture</b> Follow Our Children Their Nurturing Education (OCTNE) Nurture Plan (Bronze level)</p> <p><b>Using Wellbeing data to Support Best Use of Interventions</b></p> <ul style="list-style-type: none"> <li>- Use Glasgow Motivation and Wellbeing Profile (GMWP) information and knowledge from information handover to identify learners in the class who require emotional check-ins/ social supports.</li> <li>- Use 'Wellbeing Wednesday' afternoons to deliver health &amp; wellbeing curriculum, Emotion Works programme and provide protected time for school staff to observe/ interact with learners during social activities to carry-out check-ins and observe/ support learners to build social skills/ confidence.</li> <li>- Repeat GMWP questionnaires in November 2025. Then repeat process of support (Wellbeing Wednesday structure) with priority learners based on data.</li> <li>- Repeat GMWP questionnaires in April 2026</li> </ul> <p><b>Emotional Literacy Programme</b></p> <ul style="list-style-type: none"> <li>- Teaching staff CPD on each element of the Emotion Works programme (emotion words/ vocabulary, body sensations, emotion behaviours, emotion triggers, intensity of emotions, influencing factors and regulation strategies), followed by working on that aspect with your class to develop their knowledge and understanding.</li> </ul>	Jacqui Shields	April 2026	<ul style="list-style-type: none"> <li><input type="checkbox"/> All goals on the OCTNE Nurture Plan will be achieved</li> <li><input type="checkbox"/> GMWP data will show improvements in individuals and overall pupil perceptions of autonomy, agency, affiliation, being healthy and safe.</li> <li><input type="checkbox"/> Almost all learners will be emotionally literate – able to talk about and manage their feelings.</li> <li><input type="checkbox"/> Engagement in learning will increase.</li> <li><input type="checkbox"/> All learners will make academic progress.</li> </ul>

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025-2026

## Strategic Priority 3:

Title: Promoting Engagement in Learning – Play-Based Pedagogy/ Use of Outdoors/ Digital Technology

## National Improvement Framework Key Outcomes

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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
<b>Play-Based Pedagogy</b> <ul style="list-style-type: none"> <li>- Having visited St Andrew's Primary School in Greenock to observe play in action and spoken to class teachers who use the play-based approach, use this experience as well as research to create a learning environment with a combination of teacher-led, staff supported and child-led learning.</li> <li>- Review the planning for Early level experiences and outcomes in the primary setting</li> </ul>	Olivia O'Donnell	December 2025	<input type="checkbox"/> Learners who are engaged and motivated (Learner attitudes improved)  <input type="checkbox"/> Increase in attainment in literacy and numeracy  <input type="checkbox"/> Learners who can talk about the skills they are developing throughout their learning experiences
<b>Outdoor Learning</b> <ul style="list-style-type: none"> <li>- Explore use of the outdoor environment as a place to learn</li> <li>- Every class will be learning outside at least once a week</li> </ul>	Sandra Maitland	April/ May 2025	
<b>Digital Skills</b> <ul style="list-style-type: none"> <li>- Audit current practice in use of digital technology</li> <li>- Engage with Argyll &amp; Bute's Digital Skills Framework</li> </ul>	Beth Standaloft	March 2025	
<b>Skills for Learning, Life and Work</b> <ul style="list-style-type: none"> <li>- Explore ways to increase active skills development throughout curricular experiences</li> </ul>	Jacqui Shields	December 2025	



## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2025 - 2026

### Developing in Faith (Denominational Schools only)

#### National Improvement Framework Key Outcomes

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

#### Title:

#### Developing in Faith Themes

- DiF 1 Honouring Jesus Christ as the way, the truth and the life
- DiF 2 Developing as a community of faith and learning
- DiF 3 Promoting gospel values
- DiF 4 Celebrating and worshipping
- DiF 5 Serving the common good

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Use Developing in Faith (DIF) to identify ways we are successful in our journey to develop as a community of faith and what areas we require to work on.</p> <p>Liaise with staff, pupils, parents and local parish to agree actions to further enhance our community of faith and learning.</p> <p>Incorporate anti-bullying/ anti-racism into curriculum learning for all.</p> <p>Raise awareness and understanding of Children's Rights (UNCRC) into daily living in school – share Article of the Week at whole-school assemblies</p>	<p>Jacqui Shields</p> <p>Beth Standaloft</p>	<p>February 2026</p> <p>April 2026</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Almost all learners and staff will be able to talk about our school vision, values and aims and make connections to the Charter for Catholic Schools.</li> <li><input type="checkbox"/> Home – School – Parish partnerships will be evident in social media posts (including parents in school/ church, joint projects (including SCIAF), sharing information (including sacramental preparation, God's Loving Plan).</li> <li><input type="checkbox"/> Almost all learners will have an understanding of the school's anti-bullying policy.</li> <li><input type="checkbox"/> All learners aware of the value of every individual regardless of race, religious beliefs, abilities.</li> <li><input type="checkbox"/> Achievement of Gold Rights Respecting School status</li> </ul>

## Establishment Maintenance Improvement Planning – Optional

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 Framework Priorities	HGIOS 4	Early Learning and Childcare Quality Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in achievement, particularly in literacy and numeracy.</li> </ul>	<p><b>1.1 Self-evaluation for self-improvement</b></p> <p>1.2 Leadership for learning</p> <p><b>1.3 Leadership of change</b></p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p><b>2.3 Learning, teaching and assessment</b></p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnership</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and management of staff and resources</li> <li>• Staff skills, knowledge, values and deployment</li> <li>• Leadership of continuous improvement</li> </ul> <p><b>Children thrive and develop in quality spaces</b></p> <ul style="list-style-type: none"> <li>• Children experience high quality spaces</li> </ul> <p><b>Children play and learn</b></p> <ul style="list-style-type: none"> <li>• Play and learning</li> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> </ul> <p><b>Children are supported to achieve</b></p> <ul style="list-style-type: none"> <li>• Nurturing care and support</li> <li>• Wellbeing inclusion and equality</li> <li>• Children's progress</li> <li>• Safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>• Best start for learners</li> <li>• Ambitious learners</li> <li>• Nurtured learners</li> <li>• Connected learners</li> <li>• Lifelong learners</li> </ul>

**Key Actions (from previous plans):**

**Reading:** Maintain progress in raising attainment in reading through use of resources to support development of fluency and comprehension, as well as maintaining our status as a reading School (working towards Silver level accreditation)

**Pupil Voice:** Maintain regular opportunities for pupil voice through use of pupil groups



Pupil Equity Funding | Planning and Reporting

School Name: St. Andrew’s Primary School

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

**Identify:**

St Andrew’s RC Primary School is a Catholic school, serving children from all denominations, in the rural setting of the Isle of Bute.

St Andrew’s Primary is in an area of high deprivation and poverty and this is reflected in the broad range of needs of our learners. Almost every child in the school is in a category of vulnerability – SIMD 1 or 2, Additional Support Need, Family Priority Group or Care Experienced Child/ Young Person. Our dynamic includes-

- 32% of learners are in receipt of Free School Meals
- 50% of learners live in SIMD 1 or 2
- 15% of learners have a diagnosed Additional Support Need, with a further 8% awaiting assessment
- Learners who are Care Experienced
- Learners who have English as an additional language
- Learners who are Young Carers

For this reason, we aim to ensure that we work to support and raise the attainment of all learners.



<b>Gap Identified</b>  Almost every child in the school is in a category of vulnerability – SIMD 1 or 2, Additional Support Need, Family Priority Group or Care Experienced Child/ Young Person.	<b>Outcome(s)</b>  <i><b>This is what we want to happen for the targeted pupils – the change we want to see - <b>what</b>, <b>for whom</b>, <b>by how much</b>, <b>by when</b>?</b></i>	<b>Measure(s)</b>  <i><b>This is the data we will use to determine whether or not the outcome has been met</b></i>	<b>Key Actions/Activities</b>  <i><b>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.</b></i>	<b>Mid Year Impact</b>  (To be completed in February) <i><b>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.</b></i>  <i><b>What is progress looking like based on your planned outcome/measure action/ – on track, complete, not on track?</b></i>
Literacy and Numeracy  <b>(£1,198.80</b> - GL Assessment package)   Mathematical Resources: problem solving and numeric oracy resources; as well as concrete materials to support embedding understanding of new concepts  <b>(£4584.20)</b>	Improved attainment – for ALL year groups (P2 – P7) – projections in Feb 2026/ ACEL by June 2026  Reading +10% across P2-P4  Writing +10% across the school  Numeracy + 5% across the whole school	GL Reading Assessments at start of year (October 2025) and end of year (May 2026)  Writing samples at start of year, mid-way and at end of year (checked against Curriculum for Excellence Benchmarks)  Use PTM Numeracy Assessments from end of last school year then administer again in May 2026  Achievement of a Level data for Reading, Writing and Numeracy	Use GL Reading Assessments at the start of the year and the end of last school year's PTM Numeracy Assessment data to identify needs of learners and plan targeted interventions to support progress.  Regular tracking and monitoring meetings to discuss progress in Reading, Writing and Numeracy (Termly for all learners/ Monthly for those who are not on track)  Classroom Assistant to support learners who with stretch aims can be supported to be on track.  Engagement of learners in numeracy activities and confidence of learners in talking about their understanding of concepts and working out problems.	



Gap Identified	Outcome(s)	Measure(s)	Key Actions/Activities	Mid Year Impact
Wellbeing/ Readiness to Learn (£550 - Breakfast Club food (£560 - Emotion Works subscription) (£276- Boxall Profile annual subscription)	All children coming into class at 9am every school day throughout the year having had breakfast/ connected with peers/ ready to engage in learning activities	Breakfast Club register linking to attainment data showing learners on track  SEEMIS Time-Keeping Data  Glasgow Motivation and Wellbeing Profile (GMWP) Data	Breakfast Club will run every school day (Monday – Friday) from 8.30am – accessible to all  GMWP questionnaires to be completed at the start of the school year (September 2025) and near the end of year (April 2025)  GMWP data and knowledge of pupils to be used to identify learners who would benefit from regular emotional check-ins / targeted social support as part of weekly Wellbeing Wednesday time.	
TOTAL = £1386	All children will develop emotional literacy to understand, express and manage their emotions/ feelings.	Questionnaires to establish knowledge and understanding of emotions before/ after engaging with the programme.  Reduction in disruptions to learning.  Learners able to express how they feel, why and what they can do	Emotion Works CDP for staff  In-class workshops with all learners – emotion words/ vocabulary, body sensations, emotion behaviours, emotion triggers, intensity of emotions, influencing factors and regulation strategies	
	Targeted learners (identified by GMWP data) will have Boxall Profiles with specific social/ emotional targets	GMWP/ Boxall scores will show improvement.  Learners will present more engaged/ participating with learning	GMWP data will inform teaching staff regarding which learners will benefit from a Boxall Profile/ Targets  Social and Emotional targets will be set/ supported during weekly Wellbeing Wednesday time.	
Swimming Lessons  (£775 – based on 2024-2025)	All children will develop skills for swimming/ keeping themselves safe in water.	Success of learners regarding skills developed/ personal safety	All pupils will access swimming lessons – skills for life (living on an island)  P1 – 3 (3 lessons)  P4 – 7 (6 lessons)	



Gap Identified	Outcome(s)	Measure(s)	Key Actions/Activities	Mid Year Impact
<b>Outdoor Education</b> (Argyll & Bute Council Mini-Bus Hire - £28 for half day 2 visits per class over 4 terms- $8 \times 4 = 32$ hires $£28 \times 32 = \textbf{£896}$ )  (Residential Trip contribution- £100 per pupil $£100 \times 20 = \textbf{£2,000}$ )  Total= £2896	Pupils in P6 & P7 will have an enhanced outdoor educational/ sporting residential experience once a year (equity of access)  All pupils will have access to the wider community environment for learning activities at least once every term	Successes of learners regarding knowledge and skills gained, relationships built and feelings of wellbeing.	Pupils will engage with outdoor curricular learning activities which promote personal development; with opportunities for skills development and increased independence.	
<b>TOTAL = £10,840</b>				



Pupil Equity Funding | Planning and Reporting

Staff Spend Details

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

Post
Classroom Assistant Supporting Attainment
Classroom Assistant Breakfast Club

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

Spend Details

Staffing - £20,133 Supported Study Resources and Purchased/Commissioned Services - £10,840 Other  Total = £30,973		
	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	Final spend (End of Session) Identify any significant changes in expenditure.
	£	£