



EAST DUNBARTONSHIRE COUNCIL

EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	MILNGAVIE PRIMARY SCHOOL
Head Teacher	Garry Graham
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.milngavie.e-dunbarton.sch.uk/
Current Standards & Quality Report
http://www.milngavie.e-dunbarton.sch.uk/school-info/standards-quality-reports/

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum - CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation
Priority 3	Dyslexia Guidelines as part of Inclusion & Pedagogy (above)		

Section 2: Improvement Priority 1

School/Establishment	MILNGAVIE PRIMARY SCHOOL		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	DHTs with support from Wellbeing & Inclusion Strategic Leads		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	QI 3.1 Wellbeing, equality & inclusion QI 2.1 Safeguarding and child protection QI 1.5 Management of resources to promote equity

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Hate Crime Toolkit as a Measurable Aid The Hate Crime Toolkit will be utilised as a tracking tool to assess the impact of TIE resources through. COSLA TOOLKIT TO TACKLE HATE CRIME https://www.cosla.gov.uk/news/2025/november/new-hate-crime-toolkit-published&~:text=New%20Toolkit%20Launched%20	MIRRORS AND WINDOWS https://tie.scot/resource/mirrors-and-windows-information-note/ "Mirrors and Windows" is a framework for diversifying the curriculum, ensuring learners see their own identities reflected (mirrors) and explore diverse cultures and experiences (windows). Promoted by Education Scotland and organisations like Highland One World , this approach aids anti-	Engage in a programme of assemblies to support themes being tackled across the school or to share experiences with more senior pupils to enhance the TIE resources. As appropriate, direct parents to: https://tie.scot/parents-carers/

to%20Help,where%20everyone%20feels%20they%20belong.%22 SELF EVALUATION Inclusion, wellbeing and equalities framework: https://education.gov.scot/professional-learning/leading-professional-learning/inclusion-wellbeing-and-equalities-framework/ YOUTH VOICE TOOLKIT (Aug 25) https://blogs.glowscotland.org.uk/glowblogs/esclportail/2025/08/28/youth-voice-toolkit/	racist education, LGBTQ+ inclusion, and fosters empathy, belonging, and critical thinking. • Early Years / Early Level: Focus on "Mirrors"—seeing themselves and their families reflected in picture books and play, fostering a sense of belonging. • First Level (P2–P4): Focus on "Windows"—exploring diverse cultures and identities through the TIE Primary Resources to build empathy and challenge stereotypes. • Second Level (P5–P7): Focus on "Critical Literacy"—specific lessons on the Digital Discourse Initiative to understand how online prejudice spreads and how to counter it. CALLING IN VS CALLING OUT (Harvard University) Search for Loretta J Ross Ted talks, including one 'calling in, calling out and calling up': https://www.youtube.com/watch?v=Q1NuXyoksD0 HEALING CLASSROOMS https://www.rescue.org/uk/irc-uks-healing-classrooms Also refer to: • PEF ANALYSIS PLAN • CIRCLE IMPACT ASSESSMENT	
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Framework for School Improvement Planning 2026 – 29

Professional Learning	Interventions for Equity <i>Delete / copy as required</i>	Pupil Equity Funding (PEF) Allocation
• Data Monitoring: Recording incidents with a "prejudice element" to identify patterns of behaviour and inform further interventions. • Allport's Scale: Acting as a benchmark for pupils and staff to evaluate if school interventions are successfully preventing the escalation of prejudice from Level 1 (Antilocution) to higher levels of harm. • Reporting Empowerment: Measuring the effectiveness of TIE workshops by tracking the volume and accuracy of pupil reports regarding potential hate-motivated harm. EIS: ADDRESSING MISINFORMATION AND DISINFORMATION IN EDUCATIONAL ESTABLISHMENTS: Please refer to: Chrome-extension://efaidnbmnnnibpcqjpcglclefindmkaj/https://www.eis.org.uk/Content/images/EIS%20Briefing%20Addressing%20misinformation%20and%20disinformation%202026-02-18%20WEB.pdf	• early intervention & prevention • social & emotional wellbeing • use of evidence & data • partnership working • professional learning & leadership	Live'n'Learn: £595 Tree of Life £400 Clare McRobbie £700 Emotion Works £1700 TBC

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
Objective 1: Establish a Whole-School Culture of Respect. Foster an inclusive environment where 100% of learners feel their identity is reflected and valued. Learners experience an ethos of "kindness and connection," reducing feelings of isolation.	Whole School Task: Launch "Mirrors and Windows" framework to audit classroom libraries and resources for diversity. Triad Peer Observations: Staff should work in triads to observe "Mirrors and Windows" in practice. This creates a "shared language" and vocabulary, which is a key objective for the October in-service day looking at the Curriculum Improvement Cycle (see section 3)	Pre-Intervention Survey: Baseline data on pupil knowledge of "protected characteristics" using the Hate Crime Toolkit definitions Quantitative Measures: Prejudice Benchmarking: Continue using Allport's Scale to quantify the shift in reported incidents from "antilocution" (Level 1) to lower levels of harm following the TIE workshops. Digital Literacy Scoring: Use the "Digital Discourse" pre- and post-lesson assessments to provide hard data on pupils' ability to identify misinformation QI 3.1 (Wellbeing): Link the "Mirrors and Windows" audit	Staff time to Pre-survey Sept '26. End-survey May '27.	

		results and the Hate Crime Toolkit data		
Objective 2: Sequential Education on Prejudice. <u>Deliver age-appropriate lessons that address prejudice and prevent bullying.</u> Learners can identify prejudice-based behaviour at low levels before it escalates on Allport's Scale.	<u>Deliver age-appropriate lessons that address prejudice and prevent bullying.</u> Assembly Programme: Monthly themes linked to national events, including "National Hate Crime Awareness Week". Schools - addressing racism and racist incidents: guidance New guidance: Whole School Approach to responding to racism new guidance https://www.gov.scot/publications/addressing-racism-racist-incidents-schools/ Anti-racism in education: commitment and guidance (Breaking the Mould) https://www.gov.scot/publications/anti-racism-in-education-commitment-and-guidance/pages/principles/ https://www.antiracist.scot/	Knowledge Tracking: Use Allport's Scale as a visual aid for pupils to categorise and report "antilocution" (stereotypes/verbal abuse). <u>Monitor pupil Health and Well-being data.</u>	Term 1.2 (Oct–Dec)	

Commented [MD1]: This is more of a task. I think the outcome underneath covers this objective?

	https://www.antiracist.scot/literacy Use anti-racist Literacy Framework Racism padlet: https://padlet.com/edspll/tackling-fear-racism-and-disinformation-anti-racist-leadersh-rfpjlsjcxgcasqf1 TACKLING MISOGYNY https://safer.scot/resources/ (Also includes resources for Hate and Domestic Abuse) Toolkit: chrome-extension://efaidnbmnmbpcjpcglclefndmkaj/https://www.youthlink.scot/wp-content/uploads/Tackling-Misogyny-Toolkit-1.pdf			
Objective 3: Safe Digital Citizenship. Implement the TIE Digital Discourse Initiative for upper primary to counter online hate.	Implement the TIE resource. Digital Discourse Initiative for upper primary to counter online hate. Specific Lessons: Delivery of the "Digital Discourse" module for P6-P7 to address the impact of social media and online hate speech.	Evaluative Measure: Pre- and post-lesson assessments on the ability to identify "misinformation" vs. "prejudicial narratives". Monitor pupil Health and Well-being data.	Term 2 (Jan–Mar)	

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Second Level pupils demonstrate critical thinking when encountering online disinformation and prejudicial content.	Live'n'Learn: • Screen Smart training workshop. P6/7 • Mental Health Resilience and Growth Mindset workshop Key Aspects of Prejudicial Conspiracy Narratives Intercultural Youth Scotland https://www.interculturalyouthscotland.org/ Digital discourse CPD https://tie.scot/professional-learning/teachers/digital-discourse-initiative-cpd/ Digital discourse Resources for Primary Schools https://tie.scot/primary/ Scotdec (professional learning in Global Citizenship, Learning for Sustainability and Rights-based learning for teachers and youth workers across all sectors.) https://scotdec.org.uk/ Source Checker Game https://games.abc.net.au/res/media-literacy/source-checker/index.html			
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	Fact checking https://fullfact.org/latest/ https://spotthetroll.org/start			
Objective 4: Empowered Reporting. <u>All pupils demonstrate that they have the knowledge and understanding to report hate crimes.</u> <u>Ensure all pupils know how to report a hate incident or concern safely.</u>	Whole School Task: Introduce the "5Ds of Bystander Intervention" (Delay, Delegate, Document, Distract, Direct).	Impact Measure: Tracking reporting data over time to assess if pupils feel more empowered to report incidents to trusted staff.	Term 4 (Apr–Jun) See Assembly planner	
Increase in pupil confidence to "call in" or "call out" harmful behavior safely.				
PEACE framework	PEACE FRAMEWORK The PEACE framework for countering radicalization is not a single, universally defined acronym, but rather a conceptual approach emphasizing P revention, E ducation, A	Pupils will be assessed on their understanding of the following at the end of the school session:	June 2027	

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	ction, Cooperation, and Empowerment (often aligned with the UN's Plan of Action to Prevent Violent Extremism).	Preventing Radicalization (The "P" in PEACE): Focuses on long-term strategies, such as preventing online terrorist content and addressing the root causes of radicalisation. Education and Social Cohesion (The "E" in PEACE): Utilising education systems to promote critical thinking, tolerance, and respect for diversity, which allows young people to challenge violent extremist propaganda. Action and Community Engagement (The "A" in PEACE): Actively engaging communities, civil society, and local community to build trust and create "safe spaces" for dialogue. Cooperation and Counter-narratives (The "C" in PEACE): Fostering cooperation between local agencies, partners, and stakeholders to develop		
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		credible alternatives to extremist narratives. Empowerment and Rehabilitation (The "E" in PEACE): Empowering individuals and communities — especially women and young people		
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Section 2: Improvement Priority 2	
School/Establishment	MILNGAVIE PRIMARY SCHOOL
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	SLT and Curriculum leads. (IDL and science AR)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required Learning & Teaching	Delete / copy as required Priority 1: Leadership Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all Closing the attainment gap between the most and least disadvantaged children	Delete / copy as required QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Primary Focus Group Insights: Strategic planning incorporates the need for sector-specific prototypes that provide clear parameters for the selection of content, ensuring that Early, First, and Second levels are aligned with the Senior Phase. Sustainability (Science lead) Curriculum coordinators lead e.g. data capture and analysis.	Working Time Agreement (WTA): Recognising the absence of additional protected time in the 2026/27 calendar, the WTA is the primary vehicle for ensuring staff have the capacity for meaningful engagement with the draft technical framework. - Metaskills Land (Skills Development Scotland) - iAbacus checklist.	Following on from the initial CIC letter issues to parents in session 2025-26, an update will be issued before any managed change in January 2027 Parental Engagement Strategy issued to Parent Council for review. Re-introduce planned programme of parents and partners supporting our STEM Curriculum.

Pupil Voice e.g. Naming Ambassadors	• Curriculum co-ordinators • PEF Analysis Plan. • Sustainability (Falkirk framework) • Edinburgh's Decolonisation information. • School's Inspection planning document. • Dyslexia Guidelines and Literacy Framework	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Decluttering Focus: The adoption process will not simply reduce volume but will focus on logical progression and simplifying the structure of materials to support practitioner planning. The "Know-Do-Understand" Framework (The What) : All professional learning will centre on the evolved KDU model, which replaces Experiences & Outcomes and Benchmarks to better support the development of conceptual understand model. Sustainability integration and IDL refresher. New Dyslexia Guidelines.	Delete / copy as required • targeted approaches to literacy & numeracy • high quality learning experience • differentiated support • use of evidence & data • employability & skills development • partnership working • professional learning & leadership	STEM/Parental Engagement £1000. <u>Technologies to support learning £1951</u>

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
Objective 1: Cognitive & Behavioural Readiness. <u>Learners benefit from a curriculum that remains relevant and clarifies the relationship between knowledge and skills.</u> <u>Establish a deep understanding of the "Why, What, and How" of the evolved curriculum.</u> <u>Learners benefit from a curriculum that remains relevant and clarifies the relationship between knowledge and skills.</u> <u>Establish a deep understanding of the "Why, What, and How" of the evolved curriculum.</u>	<u>Learners benefit from a curriculum that remains relevant and clarifies the relationship between knowledge and skills.</u> <u>Establish a deep understanding of the "Why, What, and How" of the evolved curriculum.</u> Staff Task: Engage with the draft (Building Scotland's Curriculum) National Practice Guidance (The How) and Know-Do-Understand (KDU – the What) materials issued in Summer 2026. WTA: Allocate specific hours within the Working Time Agreement for professional reading and team sense-making activities. WTA "Sense-Making" Sessions: Use the allocated Working Time Agreement (WTA) hours for "team sense-making" to specifically look at how the draft National Practice Guidance aligns with current classroom practice.	Qualitative feedback from staff on their readiness to implement changes based on the "Leading Change" framework. Staff understanding of the updated framework moving away from disconnected facts towards deeper conceptual understanding. It is structured around: [1 – Maths Big ideas and concepts paper] Know (Content): Essential topics, facts, and knowledge. Do (Curricular Competencies): Skills, procedures, and strategies. Understand (Big Ideas): Overarching concepts that learners connect to real-world contexts Qualitative Measures:	Monday 17th August Friday 9th of October Dates as per WTA.	

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	Enhance further our application of Meta Skills using the Skills Development Scotland materials and resources: https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-career-service/education-team/meta-skills-toolkit/meta-skills-land	• "Leading Change" Narratives: Capture staff feedback on their "readiness to implement changes" as a qualitative narrative <i>Capture all evidence on a termly basis to add to the school iAbacus self-evaluation tool.</i>		
Objective 2: Cluster/School Consistency & Shared Language. <u>Learners experience a consistent educational journey with a shared vocabulary as they progress through levels.</u> <u>Develop a unified cluster approach to the new framework to ensure smooth learner transitions.</u>	<u>Learners experience a consistent educational journey with a shared vocabulary as they progress through levels.</u> Whole School Task: October In-service Day dedicated to cluster-wide collaboration. Focus on establishing a shared language around the KDU framework and Interdisciplinary Learning (IDL) principles. Triad Peer Observations: To support Pedagogy, in the context of the National Practice Guidelines, staff should work in triads to observe classroom in practice (taking cognisance of 'The Circle'. This creates a "shared language" and vocabulary, which is a key objective for the October in-service day.	Audit of cluster planning tools to ensure alignment and use of standardized technical vocabulary. Evidence of Professional Learning: Upload the outcomes of the October In-service Day (shared language and cluster IDL principles) into iAbacus as evidence of QI 1.1 (Self-evaluation for self-improvement) and QI 1.2 (Leadership of learning)	Friday 9 th of October the starting point.	
Objective 3: Curriculum Alignment & Decluttering.	Learners receive a "decluttered" curriculum that provides greater clarity on the role and purposes of knowledge. Staff Task: Review the school's Curriculum Rationale using the prototype formats for ELC and Primary sectors.	Evaluation of updated planning templates to ensure "decluttering" (removing unnecessary statements and duplication) has occurred.	January to June '27	

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Audit current school rationale against the evolved technical framework to remove duplication.	Focus on embedding cross-curricular strands like Sustainability and Social Justice.	QI 2.2 (Curriculum) & 2.3 (Learning & Teaching): Link the "Decluttering" audit and the transition to the KDU model		
Objective 4: Preparation for Formal Adoption. <u>Learners are prepared for the formal adoption of the new curriculum scheduled for August 2028.</u> <u>Transition into the "Sharing and Adopting" phase through professional learning networks.</u>	<u>Transition into the "Sharing and Adopting" phase through professional learning networks. Learners are prepared for the formal adoption of the new curriculum scheduled for August 2028.</u> Leadership Task: Establish "Curriculum Making" networks to explore practical, sector-specific approaches to the refreshed framework.	Baseline and post-intervention staff surveys regarding confidence in using the KDU-based technical guidance.	Preparations post October In-Service	
Objective 5: IDL and aspects of STEM development. Pupils have an opportunity to co-create and engage in a range of activities, including an open day for parents to showcase their learning	Falkirk Learning for Sustainability to be used as a template for reviewing our curricular offer and how this can be included into Interdisciplinary plans. https://blogs.glowscotland.org.uk/fa/lfsfalkirk/our-falkirk-learning-for-sustainability-framework/ Staff refer to: - National Practice Guidance paper as part of the Curriculum Improvement Cycle of resources - Repko's principles of IDL	Qualitative Measures: Parental STEM Feedback: Evaluate the "planned programme of parents and partners supporting our STEM Curriculum" through testimonial or focus group data to demonstrate community engagement	In-service: Discussion point Monday August 17 th Friday 9 th of October	

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	Purpose and Principles of IDL and how this ties in with the Curriculum Improvement Cycle	Pupil and Parent feedback from science open day		
De-colonising the Curriculum.. Pupils learn about the historical impact of colonisation. They will critically examine this in relation to their learning from the TIE resources.	Use the support materials as the basis for developing our collective understanding. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://blogs.glowscotland.org.uk/fi/public/equalities/uploads/sites/13971/2023/05/24152709/An-Inclusive-Diverse-and-Decolonised-Curriculum-City-of-Edinburgh.pdf	Staff discussion during May I/S as to how we plan for this over the course of the next 2 sessions.	Tuesday 4th of May	
Preparations for LA Inspection	Follow school's 'Preparing for Inspection', document.	Completing preparation tasks in run up to February '27	Continuing from last session.	
Dyslexia				
To create a more inclusive learning environment where all pupils with dyslexia are: - identified early - supported effectively	SLT familiarise themselves with new EDC Dyslexia Guidelines & Literacy Framework Materials	Produce Staff Questionnaires, presentation and Staff Guidance Booklet	August 2026 Non-Teaching Time	
	Staff to complete a pre/post implementation Questionnaire re confidence in identifying & supporting learners with dyslexia	Pre/Post Data will show improvement for almost all teachers	August 2026 / May 2027 Staff Meeting	
	SLT deliver an awareness raising session for all staff on: New EDC Dyslexia Guidelines	Minutes of Staff Meeting & Teacher Evaluations	September 2026 Staff Meeting	

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given equal opportunities to achieve Effective support will be in place to enable almost all learners to participate fully and achieve their specific learning targets by overcoming identified barriers Almost all pupils with dyslexia will be able to confidently identify and communicate strategies or adjustments that help them learn effectively and co-construct targets	Literacy Framework recap Staff are issued with Staff Guidance Booklet			
	All Staff will complete Module 1 of Open University Dyslexia Training – Dyslexia & Inclusive Practice	Completion of Module	September 2026 Collegiate Time	
	SLT will provide a framework to support the process, once barriers to literacy are identified, having taken into account the Circle and the Literacy Framework: - Complete initial cause for concern - Address identified barriers through Literacy Framework/The Circle - Discuss Outcomes with member of SLT	More robust identification process will ensure earlier identification of potential dyslexia for learners	October 2026 Non-Teaching Time In-Service Day (Dependent on CIC) On-going	
	In partnership with parents, ASN DHT will work collaboratively with the Class Teacher, during protected time, to create collaborative report, if there is enough evidence to confirm a dyslexia assessment, assuming the Literacy Framework and The Circle strategies have been exhausted. The impact of these supports will be the basis for discussion and agreement before moving to an SLD profile. All pupils will be involved in co-constructing a 'Dyslexia Passport' (as is current practice)	Collaborative Report Parental Meeting Minutes Dyslexia Passport Pupil Feedback	October Onwards On-going	
	As part of Dyslexia Awareness Month, Dyslexia Ambassadors: - Gather feedback from Dyslexic Learners (Focus Group) - Present at assembly to staff & pupils Present at Parent Council	Feedback from Dyslexic Learners' Ambassadors/Focus group Presentation Parent Council Minutes Feedback from staff & pupils	October 2026	

East Dunbartonshire: Education Service

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	SLT & Dyslexia Ambassadors (title to be agreed by pupil group) present to parents & create parent leaflet	Parent Information Evening Parent Leaflet Parental evaluations	January 2027	
	Further gathering of Dyslexic Learners' Pupil Voice (Focus Group) by Dyslexia Ambassadors	Feedback from Learners' with dyslexia Focus group	May 2027	
	Review of Dyslexia Support Process by staff, pupils & parents (Form to feedback and analyse – Literacy Co-ordinator)	Final questionnaire results by staff, pupils & parents	May/June 2027	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3

Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: Identify progress and impact in narrowing the PRAG
Technologies to support learning	Children who need support for dyslexia and dyscalculia.	£1951	Ongoing assessments throughout session and analysis of data to identify impact and next steps.	Asses uptake and individual engagement by October 2026.	
Resources to continue to enhance pupil's support and challenge.	Children identified through summative and formative assessment to be part of support and challenge groups led by Literacy and Numeracy co-ordinators.	£5050 Range of maths manipulants, concrete materials and practical resources to enhance maths boxes for each stage. Creative writing workshop. Subscriptions to provide support and challenge e.g. Rapid Readers/IDL/DS online	Staff to review impact of any new resources and feed back through meetings with SLT. Where impact has not been as anticipated, amendments will be made to our provision.	Lead staff meet with SLT end of November 26/March 27 and May 27 to discuss pupil progress.	
Cost of the school day/Residential	Identified families will be supported.	£ 3000 2000 <u>est</u>	Feedback from participants/families.	September 2026.	

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Continue development of the Circle	On return to site introduce consistency of approach across the school e.g. refer to new display policy.	£56001000	Focus on enhancing maths boxes for each stage. This should allow for more visuals and active engagement in learning, which will be monitored through pupils engagement and feedback,	Staff will feedback during staff meetings as per Working Time Agreement. (WTA)	
Improving the learning environment —linked to the CircleCurriculum Development inc Health and Wellbeing	Improving classroom learning environments across the estate.	£450014724	Feedback from staff and pupils.	Staff feedback on refurbished site have determined where priority areas remain to further enhance school as a learning environment.	
School Support functions	Continue to use iAbacus to gather and collate information to support the self-evaluation process, taking into account the CIC and issue of HGioS 5. Clickview.	£56241000	Staff more engaged in the self-evaluation process and building a record of activities year on year to demonstrate on-going school improvements and the impact analysis of this and proposed next steps to build on current practice as well as amend to	Plan will be linked to WTA to provide staff time to engage with the platform and populate with key data.	

			meet new curricular requirements.		
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School PEF allocation 26/27: £25,725_____ Total PEF allocated in SIP £25,725_____ Underspend: £0_____