

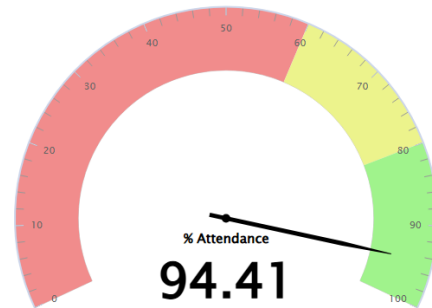


School Context *as at 29.06.2025*

School Roll



School Attendance



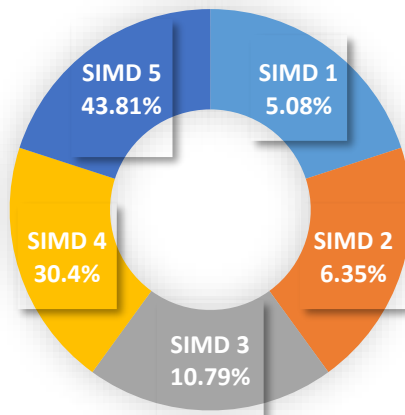
Percentage ASN



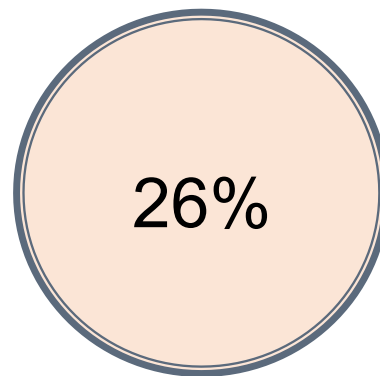
PEF Allocation



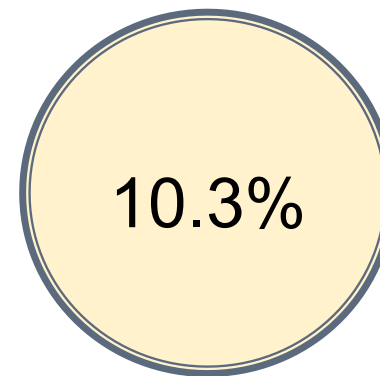
**SIMD Profile**



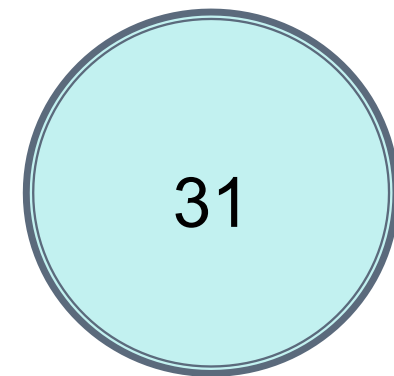
Bilingual Pupils



Pupils with more than 20 days absence

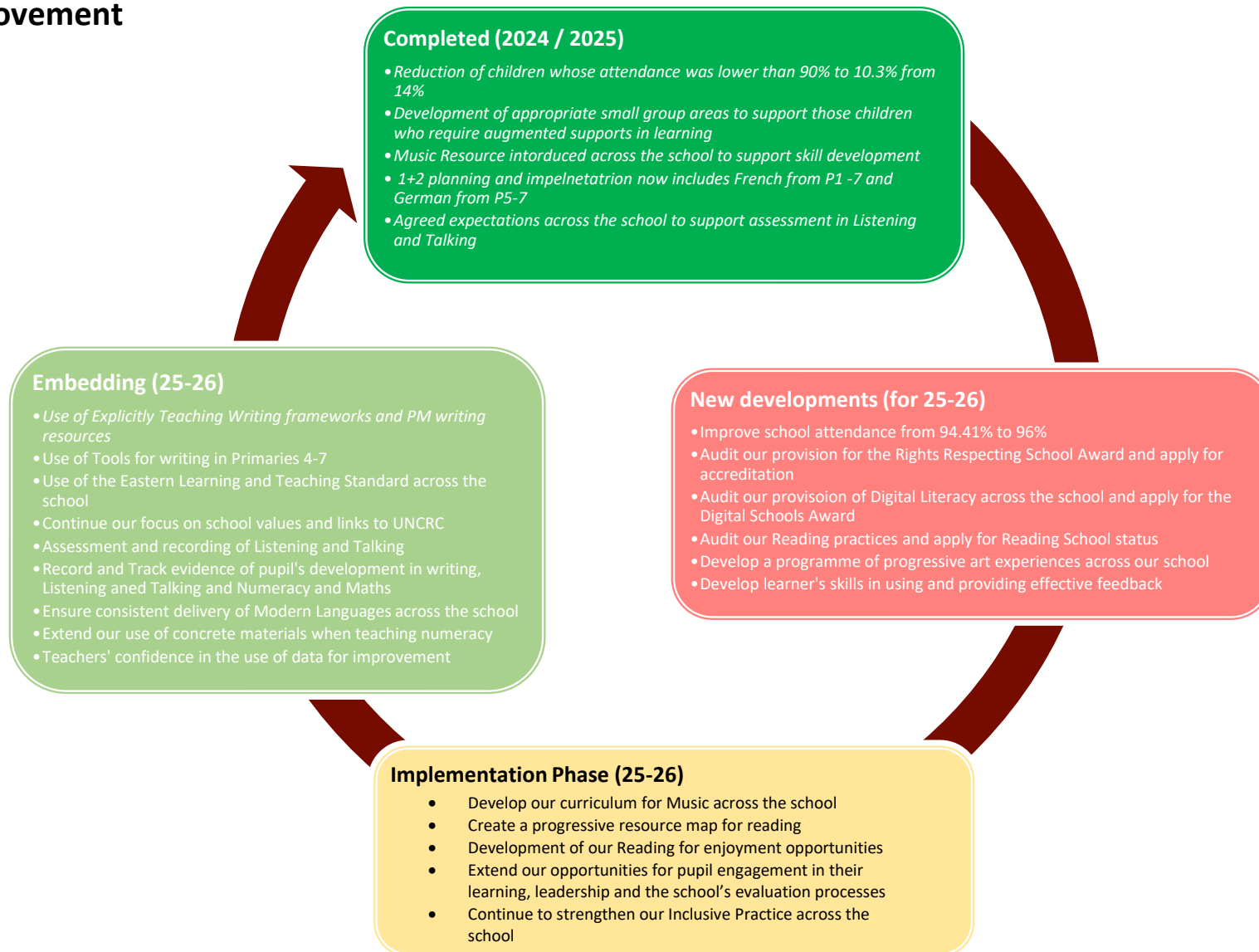


Reported Instances of Behaviour of Concern in 24/25 session





## Cycle of Improvement





## Our Vision, Values and Aims

To nurture unique individuals who are motivated, caring and eager to be challenged, within a supportive community, with high expectations for all, where anything is possible.



At Eastern Primary School everyone:

*will feel Safe will be Healthy will be Achieving*

*will feel Nurtured will be Active will feel Respected*

*will be Responsible will feel Included*



## School Priorities 2025-2026



### Presence

- Improve our school attendance to 96%

### Participation

- Ensure appropriate inclusive practices to allow all our children to contribute their views, opinions and involvement and participate in a wide range of experiences across our school

### Progress

- Further develop our curriculum to provide enjoyable, challenging and engaging learning
- Establish a clear route of learning and common experience in literacy which meets the needs of all pupils across the school



**SCHOOL VERSION SIP Priority 1**

**Specific area for improvement**


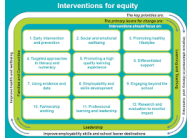

Improve our school attendance to 96%

**Rationale for Improvement**  
(based on evidence from key stakeholders)

*In session 2024/25, our whole school attendance was 94.41%. 10.3% of children had less than 90% attendance. Research shows that attendance lower than 90% (20 days) leads to children having less chance of success, making it harder to make progress. Children who have attendance less than 80% are likely to face serious impact on education and have a reduction in life chances.*

**Equity Gap (if relevant)**

*Those living in decile 1 had the highest absence percentage with 8.9% with those living in decile 10 having 4% absence*

<b>NIF PRIORITIES</b>	<b>NIF DRIVERS</b>	<b>EDLM PRIORITY</b>	<b>PEF (where applicable)</b> <i>Intervention for equity &amp; cost</i>	<b>HGIOS QI</b>
<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>Parental Engagement</b></p> <p><b>Performance Information</b></p> <p><b>School Improvement</b></p>	 <p><b>Presence</b></p>		 <p><b>1.1 Self-evaluation for self-improvement</b></p> <p><b>2.4 Personalised support</b></p> <p><b>3.1 Enquiring wellbeing, equality and inclusion</b></p>

# EASTERN PRIMARY SCHOOL Improvement and PEF Plan 2025 – 2026



Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Increase our school attendance to 96% across the school	<ul style="list-style-type: none"> <li>• Monthly Monitors of whole school attendance</li> <li>• Early contact with families who have previously had attendance lower than 90%</li> <li>• Share statistics and research with families</li> <li>• Involvement of other professionals to support attendance</li> <li>• Regular updates to targeted families as to the attendance pattern of their children</li> <li>• School and Family Development Worker to liaise with families throughout the year.</li> </ul>	Children across the school should have attendance above 90%  <i>Monthly review of targeted attendance and planning for other supports</i>  <i>CQ 1.1 How well do we take action to remove barriers to success?</i>  <i>CQ 2.4 How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time...?</i>  <i>CQ 3.1 How well do we communicate with parents across these themes?</i>	<b>Gordon Ferrier</b>  <b>Katy Davidson</b>	<b>Monthly reviews</b>	

**Progress**  
 This box should be used to note progress throughout the session



**SCHOOL VERSION SIP Priority 2**

**Specific area for improvement**

*Ensure appropriate inclusive practices to allow all our children to contribute their views, opinions and involvement, allowing them to be successful in a wide range of learning experiences across our school*




**Rationale for Improvement  
(based on evidence from key stakeholders)**

*Our school has developed its learning provision for children requiring enhanced support over the past 6 years. Last session we extended our support to include children who benefit from Specialist Support. To raise attainment, all staff will continue to develop building strategies and practices to meet the needs of all children.*

*Whilst a number of children have taken on leadership roles across the school and have contributed to sharing of pupil voice. Further opportunities to include a wider section of the pupil community at all stages will allow more of our learners to take on a leadership approach.*

**Equity Gap (if relevant)**

*TBC*

<b>NIF PRIORITIES</b>	<b>NIF DRIVERS</b>	<b>EDLM PRIORITY</b>	<b>PEF (where applicable) Intervention for equity &amp; cost</b>	<b>HGIOS QI</b>
<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p>	<p><b>School Improvement</b></p> <p><b>Teacher Professionalism</b></p>	 <p><b>Participation</b></p>	 <p><b>4. Targeted approaches to literacy and numeracy</b></p>	 <p><b>1.2 Leadership of learning</b></p> <p><b>1.3 Leadership of change</b></p> <p><b>2.4 Personalised support</b></p>

# EASTERN PRIMARY SCHOOL Improvement and PEF Plan 2025 – 2026



Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
<p>Teachers will report greater confidence in supporting all children</p> <p>Appropriate pace and challenge is provided for all pupils.</p> <p>Consistent language and approaches are used throughout our school</p>	<ul style="list-style-type: none"> <li>Develop professional relationships with School Improvement Partnership Schools for all staff.</li> <li>Use of the Inclusive Practice Checklist to audit classroom practices</li> <li>Moderate our practices with SIPartnership</li> <li>Build more opportunities for those benefitting from small group provision to access class where appropriate</li> <li>Continue targeted support groups for children who are not attaining expected levels related to a poverty gap</li> </ul>	<p>Following class audits, use a scaling survey to gauge current teachers' confidence and identify areas for development. Re survey at the end of session</p> <p>PSVs will demonstrate appropriate pace and challenge for all children</p> <p>Measure number of episodes of class involvement for those who require enhanced support at monthly intervals throughout the year.</p> <p>Measure progress of targeted groups using continual assessment pre and post teaching</p> <p><i>CQ2.4 How do we know if personalised support is having the desired impact of improving outcomes for learners?</i></p>	<p><b>Michelle Radcliffe</b> <b>Gordon Ferrier</b></p>		
<p>Children will be able to self and peer assess their learning allowing them greater understanding of what they have learned and what they need next.</p>	<ul style="list-style-type: none"> <li>Audit feedback provision in school</li> <li>Review Learning Intentions and Success Criteria and how they are used to build quality feedback</li> <li>Explore methods of feedback</li> <li>Develop opportunities for self and peer assessment</li> </ul>	<p><i>CQ1.2 How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?</i></p> <p><i>CQ1.2 To what extent are our approaches improving learning for all?</i></p> <p><i>CQ1.3 How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all</i></p>	<p><b>Lynsey McLaren</b></p>		



<p>Achieve Rights Respecting School accreditation.</p>	<ul style="list-style-type: none"> <li>• Audit current practices against RRS criteria for accreditation</li> <li>• Agree aspects that need to be developed</li> <li>• Form a RRS Pupil Group</li> <li>• Link Clauses to our Values</li> <li>• Gain RRS Bronze by March 26</li> <li>• Use silver action plan to guide improvement</li> </ul> <ul style="list-style-type: none"> <li>• Audit opportunities for Pupil involvement and sharing of views across the school</li> <li>• Establish additional opportunities which engage a wider group of children across the school</li> <li>• Use Pupil voice to lead improvements across the school</li> </ul>	<p><i>opportunities available to support peer collaborative learning?</i>  <i>CQ1.3 What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?</i></p> <p><i>CQ2.4 To what extent is our school an inclusive learning environment?</i>  <i>CQ2.4 Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?</i>  <i>CQ2.4 Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners?</i></p> <p>Use audit to provide start and end data of pupil involvement</p> <p>Pupil focus groups will confirm improvement in involvement.</p> <p><i>CQ1.2 How effectively are we supporting learners to initiate questions about their own learning and progress?</i>  <i>CQ1.2 How effective are we at building on individual skills and talents to lead improvements?</i></p>	<p><b>Gordon Ferrier</b></p>		
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**Progress**

This box should be used to note progress throughout the session



**SCHOOL VERSION SIP Priority 3**

**Specific area for improvement**

*Further develop our curriculum to provide enjoyable, challenging and engaging learning*


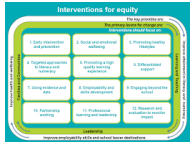

**Rationale for Improvement  
(based on evidence from key stakeholders)**

*Establish a clear route of learning and common experience in literacy which meets the needs of all pupils across the school*

*Teachers report lower confidence in the delivery of some curricular areas. Expressive Arts and PE Teaching staff report that pathways in literacy are clear in Primaries 1-3. An audit of school practice last session showed inconsistencies of approach across P4-7*

**Equity Gap (if relevant)**

NA

<b>NIF PRIORITIES</b>	<b>NIF DRIVERS</b>	<b>EDLM PRIORITY</b>	<b>PEF (where applicable) Intervention for equity &amp; cost</b>	<b>HGIOS QI</b>
<p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>Teacher Professionalism</b></p> <p><b>School Improvement</b></p> <p><b>Assessment of Children's Progress</b></p>	 <p><b>Progress</b></p>		 <p><b>2.2 Curriculum</b></p> <p><b>2.3 Learning, Teaching and Assessment</b></p>



Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
<p>A progressive Art programme will be used throughout the school ensuring children are extending their skills throughout their learning journey.</p>	<ul style="list-style-type: none"> <li>• Extend professional relationships with the Art and Design colleagues in Grove</li> <li>• Work alongside parent with Art and Design curriculum development</li> <li>• Revise the resources available for teachers to use</li> <li>• Explore available commercial resources</li> <li>• Develop skills progression in this area using Progression pathways</li> <li>• Regular focus on this area at planning discussions. Use of planning format to review progress each block</li> <li>• All staff use this framework to deliver discreet art learning</li> <li>• Regular focus on this area at planning discussions. Use of planning format to review progress each block</li> </ul>	<p>Teachers planning will demonstrate regular Art experiences. Displays in classrooms and around the school will celebrate children’s achievements and demonstrate skill progression.</p> <p>Teachers will report greater confidence in teaching art as a discreet area.</p> <p>Teachers planning will demonstrate regular skill based art experiences.</p> <p><i>CQ2.2 Do we have a shared understanding of what progression looks like?</i></p> <p><i>CQ2.2 How effective is our whole school overview in ensuring children’s knowledge and skills are built appropriately over time?</i></p> <p><i>CQ2.2 Does the curriculum experienced by our learners reflect our rationale? How do we know?</i></p> <p><i>CQ2.3 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</i></p>	<p><b>Gordon Ferrier</b></p>		



<p>Establish a progressive resource/ expectation map for reading to ensure challenge at all levels</p>	<ul style="list-style-type: none"> <li>• Create a staged framework of expected outcomes for each stage</li> <li>• Create a staged framework of expected outcomes and suggested resources for each stage</li> </ul>	<p>An agreed framework will be available and used across the school</p> <p><i>CQ2.2 Do we have a shared understanding of what progression looks like?</i></p> <p><i>CQ2.2 How effective is our whole school overview in ensuring children’s knowledge and skills are built appropriately over time?</i></p> <p><i>CQ2.2 Does the curriculum experienced by our learners reflect our rationale? How do we know?</i></p> <p><i>CQ2.3 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</i></p>			
<p>Achieve Digital Schools Accreditation to ensure a greater level of digital literacy for staff and pupils</p>	<ul style="list-style-type: none"> <li>• Audit current practices against Digital Schools Award criteria</li> <li>• Agree improvement priorities required to gain accreditation</li> <li>• Implement requirements across the whole school</li> </ul>	<p>Gathered evidence to gain accreditation</p> <p><i>CQ2.2 Do we have a shared understanding of what progression looks like?</i></p> <p><i>CQ2.2 How effective is our whole school overview in ensuring children’s knowledge and skills are built appropriately over time?</i></p> <p><i>CQ2.2 Does the curriculum experienced by our learners reflect our rationale? How do we know?</i></p> <p><i>CQ2.3 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</i></p>	<p><b>Ben Clark</b></p>		



# EASTERN PRIMARY SCHOOL Improvement and PEF Plan 2025 – 2026

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<p><u>Teachers will report greater confidence in using concrete materials to teach Maths and Numeracy in the upper school</u></p>	<ul style="list-style-type: none"><li>• <u>Share and discuss current good practice at staff meetings</u></li><li>• <u>Research strategies to develop understanding through concrete materials</u></li><li>• <u>Make use of Numicon manuals and resources to plan learning.</u></li></ul>				
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**Progress**

This box should be used to note progress throughout the session



## Summary of PEF Spend

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff	0.5 Teaching support to target children in quintile 1 who are not meeting the expected levels of achievement in Reading and writing	As per SIP above	£21206
Support staff	15% of PEF allocation to allow School and Family Development worker to support attendance	See CoSD Plan	£9218
Supported study			
Transport			
CLPL	Ruth Miskin – Read Write Inc portal	As per SIP Plan	£1275
Resources	Busy Things Subscription Sum Dog Subscription	As per SIP Plan	£365.00 £997.46
Payments to other bodies			
Other (please specify)			



**SCHOOL VERSION**

Further PEF Interventions  
(not included in SIP )

*0.5 Teaching support to target children in quintile 1 who are not meeting the expected levels of achievement in Reading and writing*

*15% of PEF allocation to allow School and Family Development worker to support attendance*

*0.6% LCA to support the learning and communication of those children living in Quintile 1 and 2 who benefit from Enhanced Support to make progress*

Equity Gap (if relevant)

Type here

**NIF PRIORITIES**

Closing the attainment gap between the most and least disadvantaged children and young people

**NIF DRIVERS**

**Assessment of Children's Progress**  
**Performance Information**

**EDLM PRIORITY**



**PEF (where applicable)**  
*Intervention for equity & cost*



**4. Targeted approaches to literacy and numeracy**  
**6. Differentiated support**

**HGIOS QI**



**2.4 Personalised support**

## EASTERN PRIMARY SCHOOL Improvement and PEF Plan 2025 – 2026



Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Those children living in SIMD 1-3, who are not achieving expected levels will demonstrate accelerated progress	<ul style="list-style-type: none"> <li>• Identify targeted group of children at each primary stage</li> <li>• Identify areas for improvement required</li> <li>• Pre-test learning of each group</li> <li>• Deliver intervention on a regular basis each week</li> </ul>	Pre-test and post test information <i>CQ2.4 How do we know if personalised support is having the desired impact of improving outcomes for learners?</i>	<b>Ben Clark</b>		
<p><b>Progress</b>                      This box should be used to note progress throughout the session</p>					

