School Name: Inveraray and Furnace Primary Schools

**Contents:**

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Strategic Improvement Planning for Establishment

Operational Improvement Planning (Action Plan) for Establishment

Establishment Maintenance Improvement Planning

Pupil Equity Funding | Planning and Reporting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | Session: 2024-25 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2024 – 2025: | | 2025 – 2026: | 2026 – 2027: | |
| Pupil Attainment  Moderation and Assessment  Creativity  STEM  Leadership Opportunities | | Pupil Attainment  Curriculum development and implementation  Moderation and collaboration (including transition)  Sharing and reflecting on Outdoor learning policy and practice  Leadership at all levels | Pupil Attainment  Building community links  Moderation and collaboration  RRS and ECO awards - next level achieved  Professional learning | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
|  |  | |  |
|  |  | |  |
|  |  | |  |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels | | | |
| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/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: 2024-25 |
| **Strategic Priority 1:** | Title: Attainment and Attendance | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Attendance**  Monitor through weekly reports attendance across both schools to ensure children are attending school and meeting Local Authority Targets.  Directly contact families of pupils who are below 90% as a follow up to school attendance, in line with School Attendance Policy.  Targeted children from Furnace Primary – draw up an Action Plan and work with Family Liaison Officer for the Cluster to ensure attendance improves.  **Attainment**  Tracking pupil progress cycle is implemented with P&A and ACEL submissions. Tracking meetings held with teachers and HT, with progress discussed and interventions identified, implemented and evaluated. Interventions overseen by Kyrsti Zuccarini. Use data from P&A, ACEL and SNSA’s to identify progress made and next steps for learning.  Learning targets set in partnership with child during the school day with the class teacher and then feed into Parental consultations. Levels shared with children and families and progress discussed on termly basis.  Data analysis . Benchmark screening for key areas at start of year and interventions. Screening continues within the main body of learning and teaching approaches.  Build on new Curriculum design model and implement core subject areas as planned. Add supplementary supporting materials and frameworks to enhance the model. These will include links with the local community to develop context opportunities and also national links.  Revisit the National Benchmarks for levels achieved by children and link with Moderation activities across the cluster. Complete moderation activities within cluster for P7-S1 and within school. | | Sandra Clarke  Sandra Clarke  Kyrsti Zuccarini  Sandra Clarke with all staff engagement  Sandra Clarke  Sandra Clarke | Weekly monitoring from reports.  Follow up – weekly as appropriate.  Action Plan completed August 2024, attendance improvements revisited every three weeks.  Termly P&A data uplift and progress discussions  Annual SNSA May 2025  September 2024  January 2025  April 2025  September 2024  January 2025  September 2024  November 2024  February 2025 | All children from both schools have 90%+ attendance from both schools and this is reflected in the quality of their work and increased attainment throughout the year.  Monitoring of P&A and ACEL data show 10% increase in pupils achieving or exceeding expected levels in literacy and numeracy.  From school self evaluation activities with children and parents/carers feedback indicates that all families engage at least twice during the session and the majority (90%) report that they are well informed of their child’s progress and next steps for learning.  Staff report through self evaluation activities that the Curriculum design is innovative, manageable, flexible but provides a framework for progression and creativity in developing key knowledge, skills and attitudes for children at IPS and FPS.  Tracking is robust and reflects the abilities of the pupils  Data demonstrates all pupils are making progress and 80% are on track or exceeding expected levels of attainment. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-25 |
| **Strategic Priority 2:** | Title: Achievement, Health and Wellbeing and Engagement | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| **Houses /PBIS**  All pupils will receive positive praise and reinforcements on a weekly basis from the first week of school to increase engagement, behaviour and participation efforts throughout the school   * Visual displays will be posted throughout the school to reflect shared expectations in and around the school * pupils will take part in a pep-rally within the first week of school to engage pupils with the reward system * Weekly updates for all pupils in assemblies to celebrate points in clans and track goals to earn rewards   **RRS and Eco**  All teachers will engage in specific teaching of emotional literacy lessons in term 1.  SLT will create a steering groups for Rights Respecting Schools that includes 2 staff members by October.  Parents will receive monthly updates from SLT on our work on Rights Respecting Schools in term 1 and term 2.  All pupils will create personal learning plans with teachers in term 1 and term 3.  **Outdoor learning**  Plan and implement Outdoor learning including Forest Schools and Beach Schools, ensuring there is a progression of knowledge, skills and attitudes that are age appropriate. Use local organisations and businesses to support this work. This also includes the development of the school grounds.  Facilitate the OL lead to plan organise and implement sessions across the school from Nursery to P7. seek support of parental and community helpers. This work will demonstrate creativity in our approach to learning – use of context, local businesses and children’s interests.  Collaborate with Education Scotland and LA for providing support for other schools locally and nationally in providing quality provision for Outdoor Learning.  **Transition**  Work in partnership with local Primary Clusters and LJC to offer a planned, supportive, relevant transition experience for P7 pupils. (see cluster plan)  Continue to build on transition arrangements for ELC (see ELC plan)  **Nurture**  Boxall informed nurture groups started for identified pupils in P3-7 to begin by the end of September  All staff will participate in training via LEON ‘Supporting Learners who have experienced Trauma’  Identified support staff will participate in nurture group lessons by the end of January  **Breakfast Club**  Children, parents and community continue to organise and provide Breakfast Club for our children. Atmosphere and ethos continues to provide a positive start to the day. Targeted families continue to enjoy the benefits of breakfast club.  **Display**  Adopt the new display policy developed in 2024 that offers consistency and supports pupil learning. Display highlights UNCRC work and pupil achievement in and outside of school.  **Skills**  The school continues to use Argyll and Bute Skills Framework to plan, implement and review learning. This will also be linked with local business involvement, RRS and weekly assemblies. | | Gemma Campbell  Gemma Campbell and Stephanie Moore.  Sandra Clarke  Kyrsti Zuccarini  Sandra Clarke  All staff  All staff | October 2024  April 2025  September-October 2024  April - June 2025  August - December 2024  March - June 2025  August 2024-June 2025  August 2024-June 2025  August 2024-June 2025 | **Houses /PBIS**  Decrease in interactions with pupils that involve redirections or consequences.  There are no bullying incidents occurring or recorded within either school.  Increase in points earned from term 1 to term 3 for each clan.  **RRS and Eco**  Teacher lesson plans will include RRS lessons from term 1.  **Nurture**  Boxall data collected by teachers at the start of the session and after Nurture interventions, will show growth across developmental strands/diagnostic profiles by the end of the school year.  Adult participation in restorative conversations will increase in term 1 and term 2.  Teacher qualitative data will show an increase in using strategies to support their emotional needs and thus a decrease in emotional outburst for identified children.  School self evaluation from children and staff highlights Outdoor Learning as a key strength of learning and teaching at IPS and FPS in regard to HWB, achievement and attainment.  100% engagement from all pupils.  Evaluation feedback is positive around the outcomes for pupils across the authority and developing the skills and knowledge of staff implementing OL. Successful filming of practice by Ed Scot to access across SCotland.  Children and families report through self evaluation activities that they all feel well supported in Primary-Secondary Transition.  Feedback from families is that this continues to be a valuable experience for the children and engagement with volunteers and supporters. All children report they have a calm and enjoyable start to the day.  The environment is tidier and quality learning is acknowledged and celebrated.  The children use the language of learning and skills in their learning inside and outside of school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-25 |
| **Strategic Priority 3:** | Title: Developing leadership at all levels | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Pupil Voice – RRS group to be established – steering group (including staff). Pupils off all ages have a variety of platforms to express opinions, ideas and take responsibility for work to be completed throughout the year.  Parents, ELC and Support Staff – training and study. As part of needs identified from PRD’s and PU, programmes for Professional learning are in place for staff and parents who are interested to undertake. These are national and local authority training and qualification opportunities. These include University links and national programmes as appropriate  We also will use local community and cluster talent and links to develop knowledge, skills and learning opportunities for the children and staff at all levels.  Opportunities for teachers to lead across the school and wider across the LA to develop Teacher leadership knowledge and skills. These include Outdoor learning, Curricular areas for responsibilities, Performance and creativity  STEM development, Pupil support and Nurture.  Explore Cluster model opportunities for networking around improvement areas for staff linked with Professional learning and support. Opportunities for Coaching and role development that link with middle and teacher leadership. | | All staff, and parents as appropriate  All teaching staff  Sandra Clarke | Details planned for August 2024. Programmes finished for June 2025.  Checkpoints:  November 2024  April 2024  Start from August 2024 and run through to June 2025. | Pupils report that they have a valued voice and can evidence when they have taken the lead in the school.  Staff undertake and pass training or qualifications that are indicated to be of value and contribute to ensuring pupil learning is effective.  Teachers plan and demonstrate impact they have had to pupil learning and staff development as appropriate.  Cluster evaluation of activities indicate impact on staff PL and pupil outcomes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session:    2024-25 |
| **Strategic Priority ELC:** | Title:  Inveraray ELC | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in achievement, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Key policy review and implementation.  Highlight and prioritise key policies to be written and implemented throughout the year. Ensure staff understanding and parental awareness as appropriate. Work alongside EY Team to ensure we are in line with National Care Inspectorate Standards.  Develop Staff induction activities to ensure new members of the Team are on board with policy and practice and provided with time to contribute to the development of the setting.  Ensure observations are of a consistent high quality and contribute to the recording of the child’s development and highlighting next steps for learning. Visit other settings to observe practice and amend as a Team , as appropriate.  Continue to work with LA colleagues to improve the learning Environment within the ELC and also to develop opportunities for quality Outdoor Learning with the teacher lead. | | Sandra Clarke and ELC Team  Sandra Clarke  Whole ELC Team  Whole ELC Team and G Campbell. | Explore, write and implement 1 policy per month from August 2024 - June 2025.  Completed January 2025  October 2024  March 2025  Check points  September 2024  April 2025 | All key policies are up to date and in line with Care Inspectorate Standards. Staff are aware of guidelines and policies and this is demonstrated in their everyday practice.  All staff report formally and informally through PRD that they feel confident in policies and practice in ELC.  Review and share with EY Team our observations regarding children’s learning - receive positive feedback for both these areas of development. |

|  |  |
| --- | --- |
| **Pupil Equity Funding | Planning and Reporting** | School Name: Inveraray and Furnace Primary Schools |
| **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**  **Identify:**   * Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context? * Think about your equalities groups that may be disproportionately affected by deprivation. * What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app * To be included:   - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate  - % ASN - is there a link with those affected by poverty?  **A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil Equity Funding | Planning and Reporting** | | | |  |
| **What are you planning to do with your PEF Allocation?**   * Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. * How have you consulted with and involved parents/carers and pupils in the process? * Aim and expected impact of proposals. * Plans to work in partnership with other schools/local partners/providers, if applicable * Link to Our Children, Their Future * Link to HGIOS 4 Quality indicators / NIF | | **How will progress be measured (what, when and how)?**   * How will you know your interventions are having an impact/improving outcomes? * Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). * Data, new and existing, which will be required. * Plans for how data will be collected and reported. | | **Identify organiser for proposed intervention/ project**   * Teaching and Learning * Leadership * Family and Community |
| **Area** | **Key Actions** | **Outcome and Measure** | **Mid-Year Progress**  (Completed December-January) | **Impact**  (Completed End of Session)  How did you meet the aims set out in your proposed interventions?  What data do you have that evidences impact?  Identify any significant changes in expenditure. |
| Pupil Learning | We will employ a qualified teacher for 0.6 from October 2024-June 2025 to work with identified groups of children with a focus on developing skills in phonics, reading and writing and numeracy skills. Parents and children will be consulted at the heart of this work and informed of progress made. The teacher will plan and implement sessions and work closely with K Zuccarini.  Baseline assessments will be completed at the start of the initiative, data will be analysed on a termly basis to track progress and amendments made as necessary.  Baselines completed also in June 2025 to identify progress made. | Identified children will have made progress as identified in baseline, class tests, P&A and SNSA.  Progress discussions on a termly basis with children and families. |  |  |
| Leadership and Collaboration | Staff and children will work with an Education Consultant and with other colleagues in the cluster to consider how they can contribute to leading a particular area of the Curriculum or pedagogy within both schools. Time will be offered to staff and a clear plan shared which will be drawn together in collaboration with staff and the cluster. | Staff will be able to evidence the impact they have made within their chosen area for leadership and linked to SIP. Staff will have engaged with specific quality Professional learning and evaluation feedback will be positive. Feedback from children will also be positive and they can evidence themselves the work they have been involved in and identify skills they have developed. |  |  |
| Breakfast Club | Children, staff and families are involved in the planning and implementation of Breakfast Club for Nursery – P7 children and also link with Coop. | Children have a positive start to the day and support each other in daily tasks. Staff and parents feedback that they make a positive contribution to the children’s health and wellbeing. |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | |  | | | | | | | |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts | | | | | | | | | | | | | | | | | |
| **Name** | | | **Post** | | | **Start Date** | | | | **Proposed End Date** | | | | **Cumulative Time in Post** | | | |
| Hannah MacLeod | | | Class Teacher | | | 30th September 2024 | | | | 30th June 2025 | | | | years   9 months | | | |
| Iain White | | | Educational Consultant | | | 16th September 2024 | | | | 30th June 2025 | | | | years   10 months | | | |
|  | | |  | | |  | | | |  | | | | years    months | | | |
|  | | |  | | |  | | | |  | | | | years    months | | | |
|  | | |  | | |  | | | |  | | | | years    months | | | |
| **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 | x | Social and Emotional Wellbeing | | x | Promoting Healthy Lifestyles | | | x | Targeted approaches to Literacy and Numeracy | | x | Promoting a High Quality Learning Experience | | | x | Differentiated Support | x |
| Employability and Skills Development | x | Engaging Beyond the School | | x | Partnership Working | | | x | Professional Learning and Leadership | | x | Research and Evaluation to Monitor Impact | | | x | Using Evidence and Data | x |
| **Spend Details** | | | | | | | **Carry Forward 2023 - 2024** | | | | | | **PEF Allocation 2024 - 2025** | | | | |
| Staffing  Hannah MacLeod £24,000  Iain White £5,217  Breakfast Club staffing (time sheeted for flexibility) £2,400 | | | | | | | £9,434 Furnace Primary  £8,643 Inveraray Primary | | | | | | £4,900 Furnace Primary  £8,640 Inveraray Primary | | | | |
| **Mid-Year Spend checkpoint (Dec-Jan)**  Identify any significant changes in expenditure. | | | | | | **Final spend (End of Session)**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | £ | | | | |