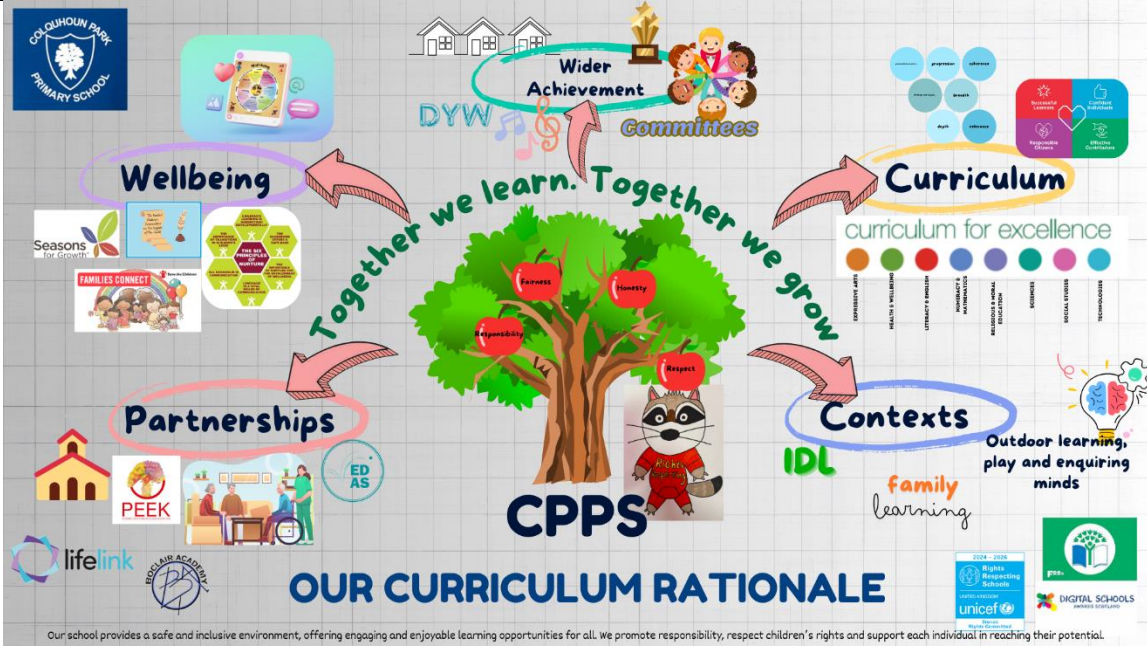


Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Colquhoun Park Primary School
Head Teacher	Claire Loney
Link QIO	Karen Oppo
School Statement: Vision, Values & Aims and Curriculum Rationale	
 Refreshed 2023-24	 Refreshed 2024-25

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Improvement of Approaches to Teaching and Learning through participation in Improving Our Schools- Year 1	Improvement of Approaches to Teaching and Learning through participation in Improving Our Schools-Year 2	To refresh our Learning, Teaching and Assessment Strategy, embedding inclusive practice which incorporates pupil voice and family engagement.
Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework- Year 2	To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of pupil progress within reading.	To raise attainment in numeracy by ensuring effective pedagogy approaches, progressive planning and robust assessment of pupil progress within number processes and problem solving
Priority 3	To continue to raise attainment in literacy, specifically writing, by embedding improvements in spelling, punctuation and grammar.		

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Section 2: Improvement Priority 1: Improving Our Schools			
School/Establishment	Colquhoun Park Primary School		
Improvement Priority 1	Improvement of Approaches to Teaching and Learning through participation in Improving Our Schools		
Person(s) Responsible	DHT & CT (IOC experienced)		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children	School leadership Teacher professionalism School improvement	QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning QI 1.1 Self-evaluation for self-improvement QI 2.7. Partnerships Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.	Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership		Resource Requirements	Parental and Carer Engagement and Involvement
Teacher Leadership related to meeting individual pupil needs as part of classroom practice.		Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and Inset Days/Personal professional development time.	Curriculum focused workshops aimed at informing parents of teaching practice and strategies.

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- SLT work with staff to analyse ACEL data and school context. - SLT carry out whole staff pre-IOS survey. Audit responses from these along with PRDs, 2024-25 observations and report from Quality Review to identify staff development needs. - Teaching staff collaborate and analyse ACEL data to identify school wide trends and patterns.	- Cover costs for staff undertaking any leadership responsibility that requires release from class. Additional time for CT responsible for IOS delivery and associated training sessions. - Evidence gathering tools: School Tracking database, SFL Tracker, HWB Tracker. - SNSA and PUMA/PIRA results as well as professional judgement. - West Partnership IOP sessions (on Teams).	- Home Learning discussion forum early August to establish new expectations. - Parent and Carer Council ongoing involvement in feeding back parent views at meetings. - Ongoing communication via newsletters, parents nights, Seesaw and report cards.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (In set Days/ collegiate hrs). - West Partnership IOP sessions (on Teams). - Professional reading/ viewing online materials where appropriate. - Quality assurance processes, Peer/ SMT/professional discussions.	TIGs will be identified and Interventions will be carried out across the school based on our chosen curricular area and these will be supported by PT role and SLAs.	- PT role will support TIGs (£2707) - Additional SLA hours (15 hours = £11000) - Staff Cover (peer observations) £3000

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Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional 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?	
Whole school, coordinated CLPL will lead to improvements in teaching practice and learner outcomes. All staff will fully engage with the GTCS professional Standards through the PRD process by undertaking self-evaluation.	All staff will undertake Professional Review and Development meetings and professional learning (CLPL) negotiations. All staff will undertake self-evaluation in relation to their own teaching practice to identify specific development needs when completing PRD meetings with SLT.	- PRD records and targets set. - Staff surveys pre and post. - Staff contributions during collegiate activities and discussions. - Minutes from Staff Meetings	September 2025 and June 2026 (Pre/Post)	
	SLT will work with all staff to identify and collate staff	Participation in self-evaluation using challenge questions and	August 2025	

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All learners will benefit from an improved level of teaching and learning leading to raised attainment	development needs for improving effective teaching and learning. SLT will conduct pre-IOS surveys. Coordination of self-evaluation HGIOS 4, focus on 2.3 Learning, teaching and assessment and 3.2 Raising attainment and achievement 2.3 and 3.2 activity with all staff.	level 5 illustrations in 2.3 and 3.2. - Analyse report from Quality Review. - Using a range of recent summarised inspection finding reports for satisfactory, good and v.good for 2.3 and 3.2 and link this to the QR report.		
All staff will develop their awareness of the school context and common threads will emerge that will lead to areas for improvement being identified.	Presentation of ACEL data and context of school to all staff. Participation in interrogation of school and class level data, including diagnostic assessments, demographics and reflections on potential barriers in relation to equity groups, professional development needs and to identify focus for improvement	All staff identify three high level messages that can be used to agree a focus for improvement across the school.	August Inset Day 2	
All staff will demonstrate knowledge of needs of pupils within their classes for individuals who are experiencing barriers to their learning.	All staff will look at Whole School Tracker, SFL Tracker, HWB Trackers to build and develop a clear picture of their learners.	- All staff will begin Fact, Story, Action. - Links to CIRCLE and CPS for individual learners.	Collegiate 1 August CPS- Ongoing	

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	All staff will make use of transition notes and assessment results to consider P1,P4,P7 patterns of attainment, trends and barriers to learning through lenses e.g. SIMD, Gender etc. Assessments will highlight strengths and needs of all pupils within classes and across the school. All staff will complete SNSA, PIRA/PUMA assessments and identify baseline assessments for our specific curricular area.	• Minutes from LT&A Meetings and tracking and SfL meetings • Staff contributions to PSG • Pupil Universal Action planning		
All staff will identify and agree a shared staff blueprint of FHEP (features of highly effective practice).	Programme of professional development and professional reading to enhance pedagogy and learning experiences drawn from IOS programme materials Peer observations/Trio Visits will be carried out. Reflective discussions will highlight areas of effective practice which will be shared by staff.	• All staff will complete Fact, Story, Action. • Peer visits and feedback • Professional Learning and Reading • IOS programme sessions and materials	Collegiate 2 September and ongoing	

	Collaboration facilitated through Trio Visits.			
All Teachers utilise a model of professional inquiry through the Improving Our Schools programme, fostering critical reflection and enhancing teaching approaches, while focusing on key areas identified in self-evaluation	Teachers utilise a model of professional inquiry through the Improving our Schools programme to promote critical reflection and enhance teaching approaches All staff will undertake Professional Learning based on one or more of these areas (identified in Self Evaluation): • Learning intentions and success criteria • Effective questioning • Feedback • Differentiation • Metacognition (Retrieval practice and PME) • Creativity Identify additional professional reading related to chosen FHEP.	• All staff will work on Journal tasks and professional reading, share reflections on key messages associated professional discussion.	Ongoing (first session September 2025)	

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Attainment for pupils in targeted intervention groups will improve. Overall attainment in literacy will improve by 10% bringing it closer to EDC average. Overall attainment in numeracy will increase by 8% to fall in line with EDC Average.	• All Staff will work with SLT to identify TIG. Analyse class data and complete paper grids that support TIG Identification. • All staff will discuss TIG's targets and agree predicted ACEL results. Highlight FHEP in planning. • All staff and pupils will complete learning Conversations, AiFL to acquire children's views.	• ACEL data, assessment results, professional judgment. • All staff will attend data informed Tracking/Forward Planning Meetings with SLT. • Staff will work to feed qualitative data into whole school evidence base.	Tracking Meetings January 2026 Curriculum Development 3 January Curriculum Development 4 February	
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All staff will reflect on their pedagogical practice and identify strengths and development needs. All teachers have a well-developed and shared understanding of effective learning, teaching and assessment and use this to facilitate high quality learning experiences for all children	• Introduce regular focused self evaluation activities which involve all staff, partners, learners and other stakeholders • Collaboration facilitated through Trio Visits. • All staff will share feedback from Trio Visits. Carefully consider Trio set up – spread across stages with variety of experience/strengths. • Each member of SLT to attend one Trio visit with clear criteria agreed in advance. • Plan for protected 30 minutes after each visit for ALL to engage in professional dialogue.	• All staff will engage with Audit tool in Journal to reflect on FHEP. • Use agreed pro-forma (template available on Teams) – completed by all who attended. • SLT Collate key information and Presentation shared to staff. • Self-evaluation documents and analyse assessment results using Excel for pre/post comparison. Triangulation of evidence: ○ Repeat teaching staff audit ○ Repeat pupil audit activities ○ Analyse assessment results • Repeat observations	Curriculum Development 2 November Curriculum Development 5 March Collegiate 3 March Curriculum Development 8 May	
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Section 2: Improvement Priority 2	
School/Establishment	Colquhoun Park Primary School
Improvement Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework
Person(s) Responsible	HT and Circle Advisor

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	School leadership Teacher professionalism School improvement	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning QI 1.1 Self-evaluation for self-improvement QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

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		and improvement; impact on learners.	
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Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
- Circle Advisor & HT leading on implementation of CIRCLE resource and sharing learning with all practitioners. - Class teacher leadership related to classroom practice. - Pupil leadership – empowerment through pupil voice in relation to CPS through target setting and evaluating progress	- Time allocated through collegiate calendar: in-service days, Twilight sessions, staff meetings. - Personal professional development - Cover costs for staff undertaking any leadership responsibilities that require release from class. - CIRCLE online resources. - The Promise - - Education Scotland videos and resources https://ncse.ie/wp-content/uploads/2024/10/NCSE-Physical-Classroom-Environment.pdf - Additional furnishings and environmental adjustments to ensure learning spaces are more inclusive and accessible	- Parent Council involvement – parental views. - Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners - Regular communication through HT Sway/Newsletter/PC Meetings/X/Seesaw
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Policy – links with Nurture Framework, Nurture Principles and Including Every Learner - CIRCLE Advisor meetings - INSET Training & Twilight sessions	- CIRCLE resource as a strategy to support all pupils. - Use of CPS (CIRCLE Participation Scale) to identify pupil's areas of strength and development, and support barriers to learning.	£10000 (10x£1000) for environmental adaptations (seating, soft furnishings, displays) across classes to include: ➤ Consistent Calm spaces across every class

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• Colligate hours allocated • Professional Reading & viewing online material & use of CIRCLE Teams page. • Professional Dialogue • Quality assurance: Peer visits, SLT visits. • The Promise online modules and award	• 'My rights, my say' for identified learners • Peer support classroom observations between staff	➤ Consistent Visuals in classes ➤ Consistent Sensory resources in all classes ➤ Flexible seating/working furniture in classes ➤ Consistent, natural displays and colours in classes ➤ See also: https://ncse.ie/wp-content/uploads/2024/10/NCSE-Physical-Classroom-Environment.pdf
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Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
All children and young people's needs and behaviours will be better understood and supported through increased staff	• Expanding on CIRCLE Framework at Aug In service, specifically Participation Scale and	• Staff feedback from inset introduction. • Staff pre and post training assessment of knowledge and skills.	• August Inservice Day	

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understanding of inclusion and additional support needs.	associated supports for all staff. • Circle advisor PLC sessions throughout the year fed back to school staff • Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	• Universal and targeted support planning – areas of development to be identified from skills, strategies and supports. • Pupil voice tools – pupil voice through forum & committee groups. • Professional dialogue. • Pupil Voice tools/ pupil forum Professional dialogue	• August 25 & June 26 • June 26	
Improved Classroom Environments for children: Teachers make use of CICS (CIRCLE Inclusive Classroom Scale) to evaluate and adapt classroom environment (physical, social, structures & routines). Classroom environments are inclusive and reflect 6 Principles of Nurture.	• Staff use CICS individually and with a supportive peer to critically analyse classrooms. • Professional discussion which engages with research to promote physical environments that support emotional regulation. • Practitioner enquiry around the impact of classroom environments	• Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS & action plan. • Moderation and evaluation evidence shows increase in universal supports available to all learners.	• Aug- Oct 2025 and then impact review Feb 2026 and May 2026	

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	for inclusive practice- Using PEF to support development of classrooms that are calm, safe and nurturing and accessible to all learners.			
Improved implementation of Personalised support through CPS Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	• Staff use CPS to identify individual learners' strengths and areas for development • Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people • Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development	• Completion of pre and post participation scale through a case study approach to inform skills, supports and strategies to be used • Parent information shared via SWAY newsletter and parents' engagement sessions	• By June 26	

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Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies for identified individuals.	• Use of parent postcard approach with case study pupils	• Parent and pupil consultation and feedback • Parent Postcards – shared at TAC meetings, shared via Seesaw for feedback and impact	• Term 3	
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	• All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	• Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	• Term 3 • By June 26	

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Section 2: Improvement Priority 3: Literacy (SPaG)			
School/Establishment	Colquhoun Park Primary School		
Improvement Priority 3	To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of pupil progress within reading.		
Person(s) Responsible	Principal Teacher & Literacy Champion		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	teacher professionalism curriculum and assessment performance information	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum Choose an item.	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership		Resource Requirements	Parental and Carer Engagement and Involvement
- Literacy Champion and possible Working Group - Class teacher leadership		- Professional learning - Time allocated through Collegiate Calendar - Continued training on in-service days and collegiate sessions. - Continued monitoring and moderation of writing in order to ensure consistent	- Opportunities for Q&A Sessions - Parental Engagement Workshops (Home Learning focus) - Parent Audit and Feedback Ongoing - Parent Council Data Driven Discussion - Regular communication through HT Sway/Newsletter/PC Meetings/X/Seesaw

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Professional Learning		Interventions for Equity		Pupil Equity Funding (PEF) Allocation	
- Policy - Literacy Champion Meetings - INSET Training- August, October, February, May - Colligate time allocated - Professional Reading - Professional Dialogue - Collaboration with schools - Visits to other school for observations/sharing good practice		- Analysis of data – PRAG (<i>Poverty Related Attainment Gap</i>) - Allocation of Support - Early Intervention and Prevention - Continued support across school for pupils identified with writing attainment gaps. - Moderation of writing / cold piece assessments. - Planning of targeted intervention		Toe by Toe Resources - £150 Top up of additional magnetic boards, letters, tiles and associated resources - £1000 Nessy Spelling licence- £600	
Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data		Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
Increased attainment in writing at all levels Learners have increased awareness and confidence of writing process and skills	Survey Parent Views on awareness of writing development, skills and tools to support and confidence in supporting homework process	- Tracking and monitoring – termly meetings - Comparing data from SNSA and other assessments year on year		Termly Oct/Nov 25 and April/May 26	

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Targeted/Identified learners (including those affected by poverty and other factors) will show increase in quality of writing produced Parent/Carers will have an increased awareness of writing tools and skills and development, and how to develop this. Attainment raised by 5% in P1, P4, P7 compared to previous years data for these cohorts and reduction in identified gaps, including school attainment and PRAG.	- Continue to develop use of Clicker to support identified learners. Staff member to run 'Cool Computer Club' and will then deliver support and training to other children in the school. Staff member to deliver Clicker training for staff. - Staff to visit other establishments to observe Wraparound approach - Parent workshops – Wraparound approach - Interventions for identified children – use of Toe by Toe, Highland Phonics Recovery, Cued Spelling, Beat Dyslexia and Nessy	- Pre and post data from SWST and other identified spelling/phonological assessment for targeted children - Monitor impact through Quality Assurance and Self-Evaluation - Class observations - Improvements in attainment as shown through class based assessments - Jotter monitoring- short burst writing, spelling - Pre and post parent surveys to gather info regarding knowledge of teaching of spelling	September 25 and May 26 May 26 See WTA (2 times per year) Oct 25 and May 26 2 times per year Term 1 (pre) Term 4 (post)	
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Develop a clear and concise planning format for literacy that outlines experiences and outcomes, learning outcomes, and benchmarks for assessment Increased consistency and coherence across the school in literacy planning and teaching Improved understanding of the progression of literacy skills among staff and pupils Continue increased attainment and achievement in writing at all levels. All staff will use a consistent approach to planning, tracking, assessment in SPaG	• Finalise Early/First overview for teaching of phonics/common words. • Early level Grammar framework to be agreed • Moderation of writing as part of Curriculum Development time. • SLT and Peer Visits focussed on SPaG to ensure consistent approach from P1-3 and P4-7 (to link with CIRCLE) • Parental Workshops to provide information on SPaG strategies to support children at home in line with Home Learning consultation. • Consistent use of assessments (SWST) in spelling to inform next steps and measure impact. • Data driven dialogue with all teaching staff	• Positive feedback from staff and pupils on the effectiveness of the new planning format • Regular monitoring of forward plans to ensure the planning format is being used effectively • Weekly/Daily planning will reflect progression in literacy, use of work programmes to support learners and provide opportunities to embed and apply taught skills. • Evidence from pupil work in jotters and assessments clearly demonstrates progression • Shared understanding of assessment through moderation	Ongoing Termly Ongoing 2 times per year – see WTA Ongoing	
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	regarding writing attainment			
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Improved health and wellbeing for pupils at risk of PRAG through increased opportunities for outdoor experiences, linking to Children's Rights (Article 31)	Play- sessions to support pupil wellbeing and engagement including universal supports at break and lunch and targeted wellbeing groups sessions	PEEK Play sessions weekly 24 sessions with 3 play workers £6228	Ferre laevers pre and post Pupil wellbeing assessments Pupil feedback		
Improved health and wellbeing for pupils at risk of PRAG through increased access to indoor and outdoor play at early and first level.	Play- improved resources to support small world, construction and creative play within Ocean Room and classrooms and Courtyard.	Play resources and toys for small world, construction, sensory play and role play. (£5000)	Reduction in recorded incidents of dysregulated behaviours at break/class time		

			Support from transition from EYC to P1 and P1 to P2.		
Improved and increased parental engagement and involvement from male family members, improving health and wellbeing outcomes for those at risk of PRAG	Develop the land where Janitor's house stood to become a wellbeing garden. Involve Men Matters (Mental Health Group) and targeted families for involvement in community garden project within ground.	• Parent volunteers • Men Matter volunteers • Applications for grants • Targeted groups of children involved in project • Application for external funding grants but potentially use £5000 start up	Increased engagement from identified families. Parental feedback Pupil Feedback		

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Improved classroom environments to support emotional regulation with nurture principles embedded and use of The Circle Toolkit	Create classroom environments that are consistent across the school, have safe and calm spaces for pupils to access, consistent visual aids and resources to support learners	Furnishings for classroom environments- calm corner, inclusive aids such as ear defenders, flexible seating (£1000 per classroom plus nurture, Ocean and TLC)= £10000			
Improved experiences for children at risk of experiential PRAG	Wider Achievements – 2 experiences eg Huntershill Football Tournament,	3x Coaches = total £750			
• To support the attainment of identified pupils from Q1 to remain on track or close the gap in literacy and numeracy ○ 8 P2 pupils ○ 9 P3 pupils ○ 6 P4 pupils ○ 4 P5 pupils ○ 4 P6 pupils ○ 8 P7 pupils	• Continuation of standardised assessments for literacy and numeracy to baseline learning (March 2026). • Reading Recovery training and Resources to raise attainment in reading	Nessy subscription renewal = £570 Clicker renewal= £1000 Dekko Comics £450 Phonics Books £510 Social Use of Language Programme= £1510	Pre and post assessments Attainment data LTA meetings and discussions Forward plans and evaluations of learning interventions		

	and reduce the PRAG	PUMA and PIRA assessments= £750 Reading Recovery Training £ 3200 Reading Recovery Resources £854 HAM Maths Subscription: £650			
Reporting to families and celebrating achievement	SEESAW	£977.50	Parental survey feedback Interactions statistics		