

School Improvement Planning Overview – Pupil Equity Fund

School: Riverside Primary School

Session: 2025-2026

PEF Allocation: £72,275

National Improvement Framework Policy

- Closing the attainment gap between the most and least disadvantaged children



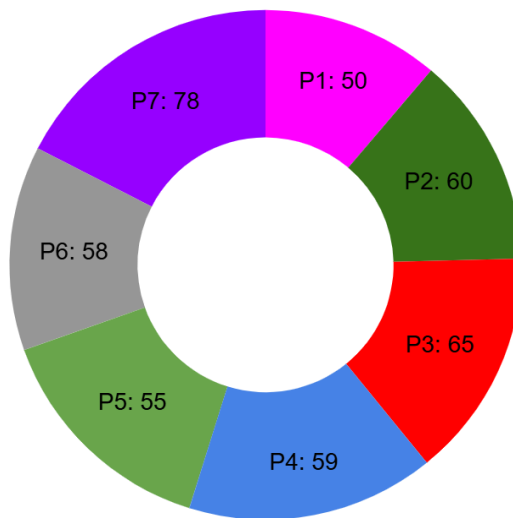
Contextual analysis (identify the gap and barriers to learning)

Riverside Primary School is a vibrant, non-denominational school at the heart of the Riverside community in Stirling.

For the 2025/26 session, our school proudly serves 447 pupils across 23 diverse classes, including three Gaelic Medium classes and six dedicated Autism classes, ensuring a rich and inclusive learning environment.

Our thriving Nursery Class also provides a nurturing start for 58 young learners, setting the foundation for lifelong learning.

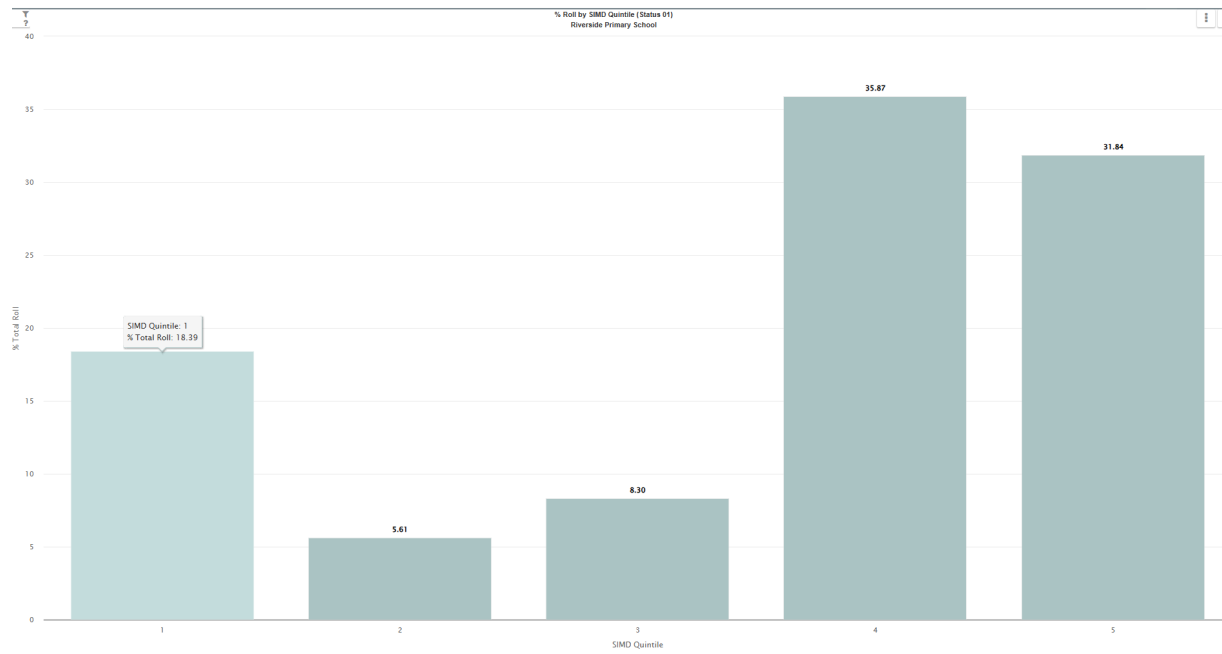
SCHOOL ROLL: 447



School class structure:						GAELIC		AP	TOTAL
P1F	17	P1V	17			P1-2G	11	5	50
P2E	21	P2M	22			P1-2G	7	10	60
P3L	26	P3M	25			P3-5G	8	6	65
P4P	25	P4W	22	P4/5E	11	P3-5G	7	5	70
P5C	24	P5M	21	P4/5E	11	P3-5G	10	0	66
P6C	23	P6D	22			P6-7G	10	3	58
P7L	33	P7W	32			P6-7G	6	7	78

SIMD

Our latest SIMD data highlights the diverse economic landscape of our community. A significant **18.39%** of our families live in the most deprived areas (deciles 1 & 2), while **31.84%** reside in the least deprived areas (deciles 9 & 10). Additionally, over a third (**35.78%**) of children are growing up in areas ranked in deciles 7 & 8. These figures offer valuable insight into the varying needs and opportunities within our community.



SIMD(20) at Census Sept 2023	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
% of pupils	10%	7%	2%	5%	2%	4%	10%	27%	5%	28%

Riverside Primary is proud to support a diverse and inclusive school community. Currently, 19% of our learners are entitled to free school meals, ensuring they receive the nutrition needed to thrive in their learning. Additionally, 9.9% of our pupils are English as an Additional Language (EAL) learners, enriching our school with a variety of languages and cultural backgrounds.

19% of our school population is entitled to Free School Meal Allowance. This session we have 67 families registered for Free School Meals. This is a decrease of 29 families from the previous session. We also have 81 families registered for Food and Clothing grants.

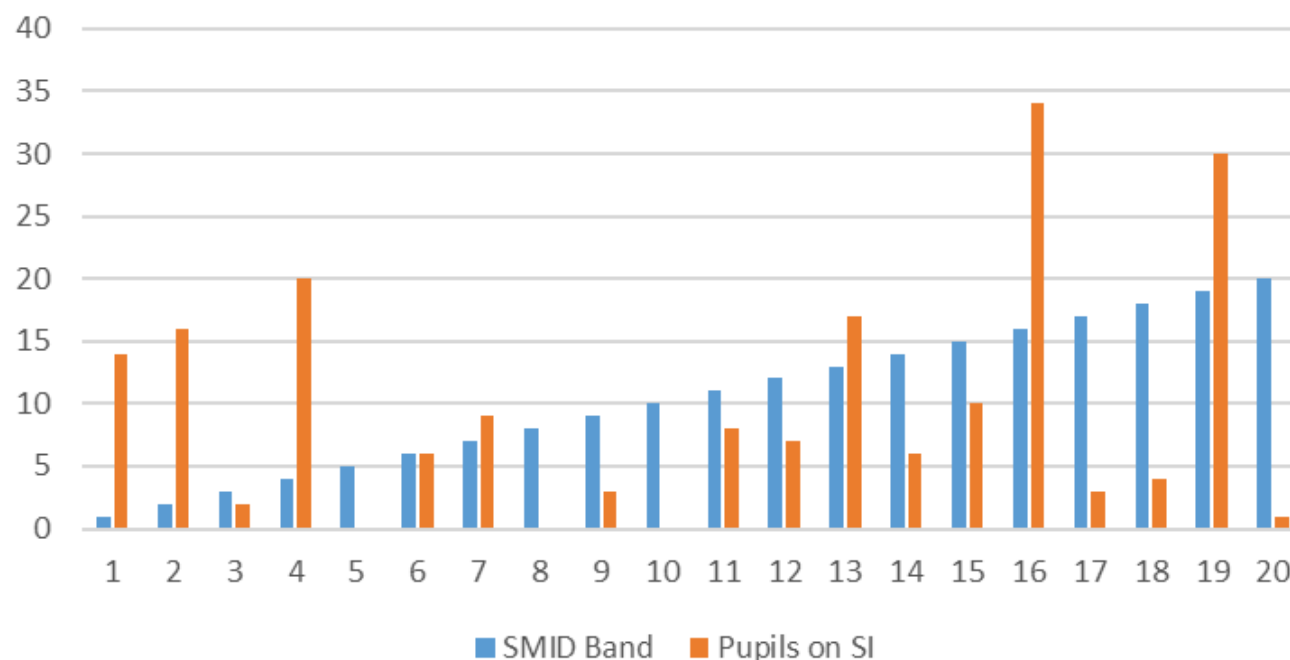
In previous sessions we have had a big focus on ensuring that our families who can access Free School Meal Allowance and Food and Clothing Grants are accessing these. This will continue to be a priority next session in supporting families.

9.9% of our school population have English as an Additional Language. This is significantly higher than the figure for Stirling Council, which was 6.1% in September 2023.

1.5% of our school population has Looked After Status.

41.8% of our school population have additional support needs and are supported through staged intervention.

No of Learners Staged Intervention by SMID Band



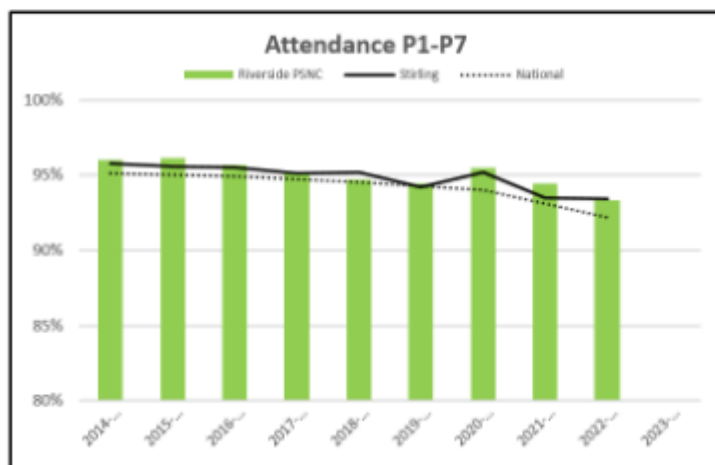
The graph above highlights a very interesting spread of learners being supported by Staged Intervention across the SMID bands. There is a greater proportion of learners on Stage 2 within Deciles 1, 2 and 4. A change from last session is that there has been a further increase in the number of learners on Stage 3 who reside in Deciles 8 and 9. We have included targeted approaches such as programmes using dance, music and other rhythmic movements to support learners' regulation, engagement and social interaction within these groups.

Attendance

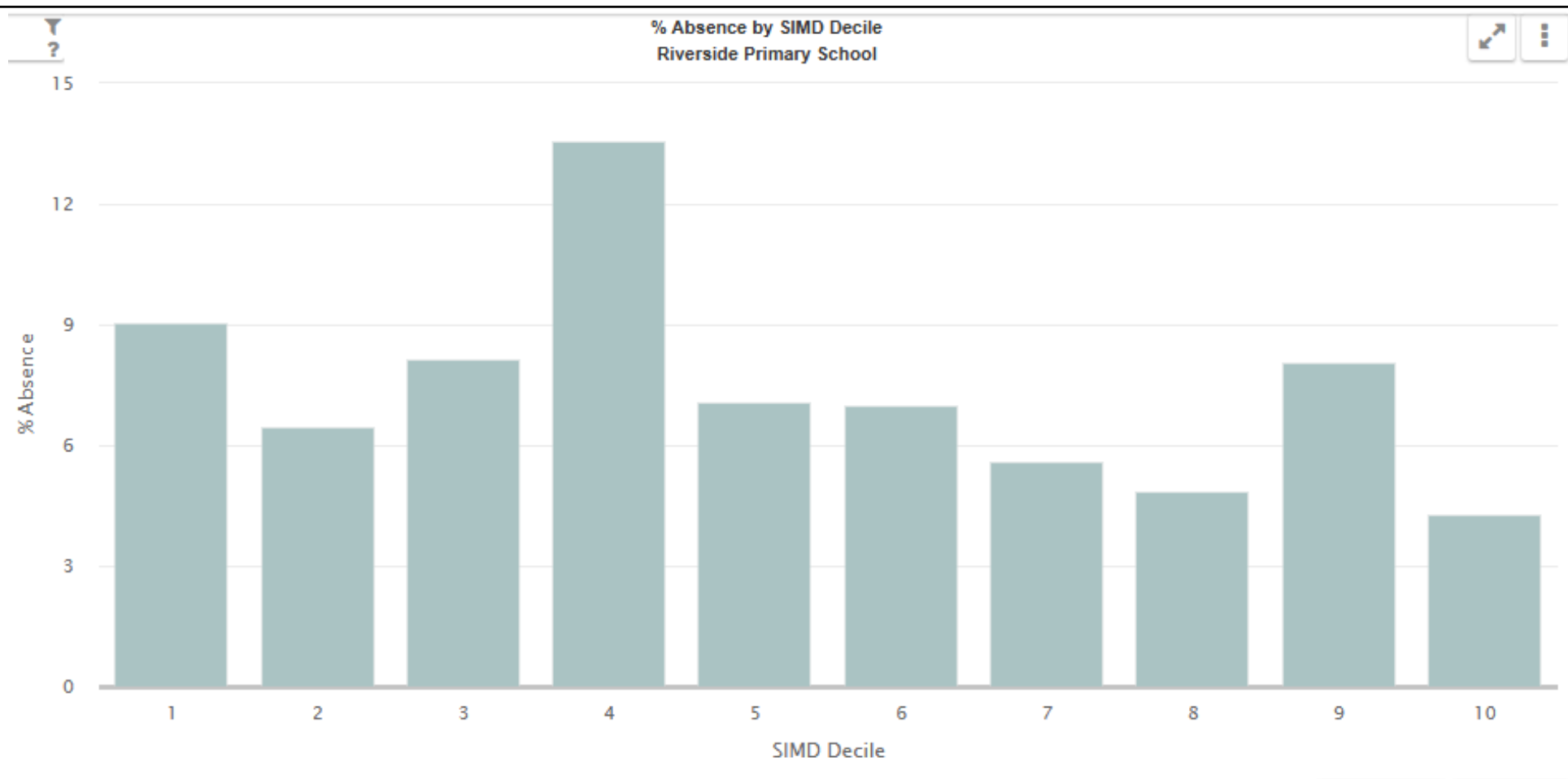
Our school attendance rate for this session is 94.23%. Our school profile indicates that this is above national statistics (92.2%). However, our attendance rate does still just fall short of the 95% stretch aim figure as set out by Stirling Council. We are continuing to look at effective and creative ways to raise attainment. We liaise with parents to discuss individual cases and circumstances where attendance is less than 90%. We monitor attendance and lateness levels regularly and review this data every 6 weeks. On average learners with FSM entitlement have an attendance of 91%, whilst our learners not receiving FSM have an average attendance of 94%. This has improved by 3% since last session, however, we are still working

hard to decrease the gap further. Previously there were no learners residing in Decile 10 with attendance of less than 75%, however, the graph highlights a change to this. The pupils from the deciles mentioned have been identified and targeted interventions will be put in place.

FACTS



Session	Attendance P1-P7		
	Riverside PSNC	Stirling	National
2014-2015	96.0%	95.8%	95.1%
2015-2016	96.1%	95.6%	
2016-2017	95.7%	95.5%	94.9%
2017-2018	95.1%	95.1%	
2018-2019	94.7%	95.2%	94.5%
2019-2020*	94.4%	94.2%	
2020-2021	95.5%	95.2%	94.0%
2021-2022*	94.4%	93.5%	
2022-2023*	93.3%	93.4%	92.2%
2023-2024			



The graph above highlights the increased absence rate in deciles 1-4. We continue to support our families through targeted interventions working in partnership with the Engaging Learners Service and senior leadership team support.

Attainment

Attainment Gap Riverside Primary School

We are aiming to further close the gap with continued and consistent implementation of targeted accelerated learning groups and other intervention programmes, such as 1st Class@Number, Fresh Start and Lexia.

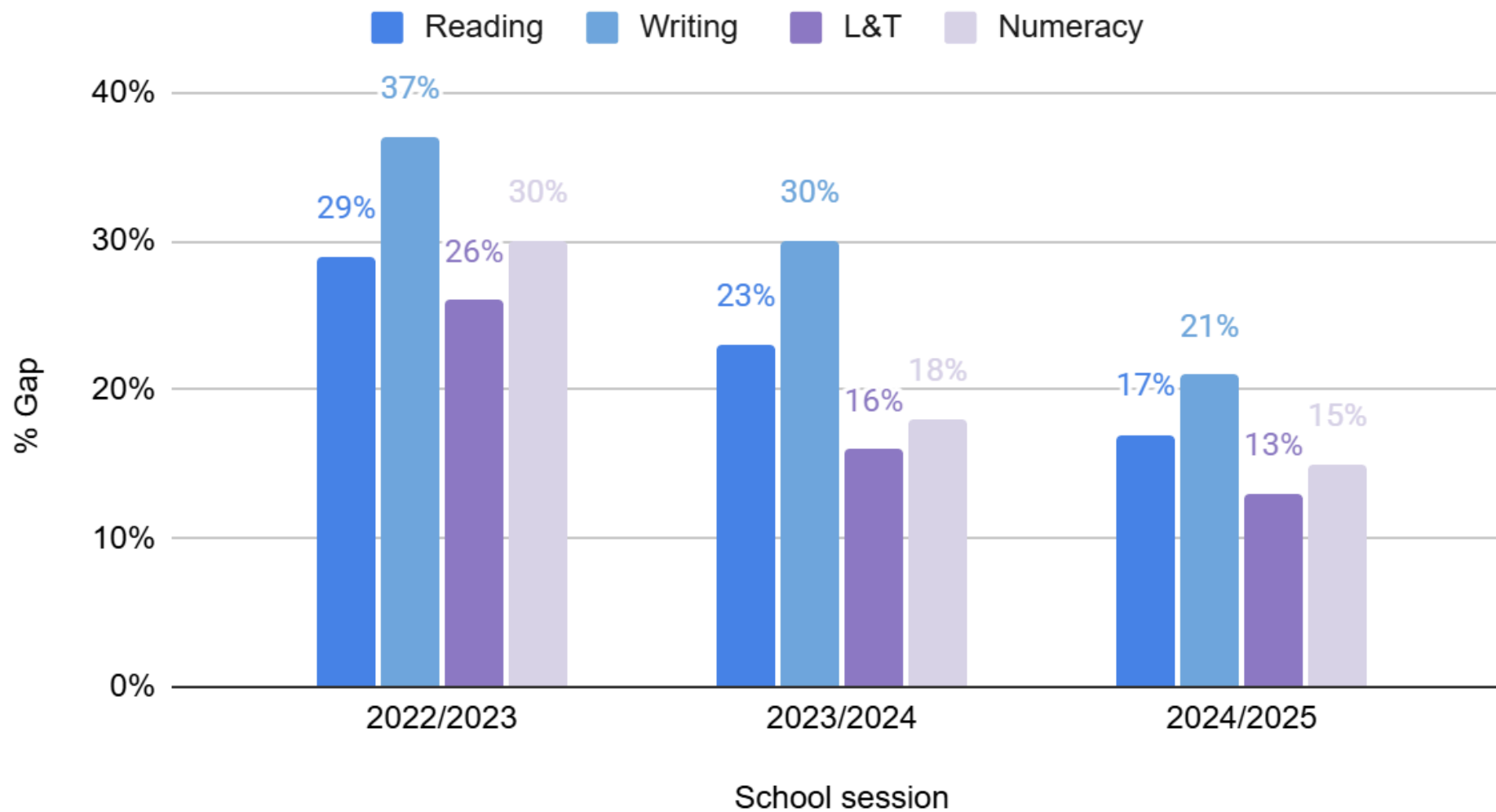
Analysis of our attainment data has identified that targeted intervention to raise attainment is particularly required to support learners from Q1 within the following areas:

- Reading – P4, P7, Writing – P4, 7, Numeracy – P4

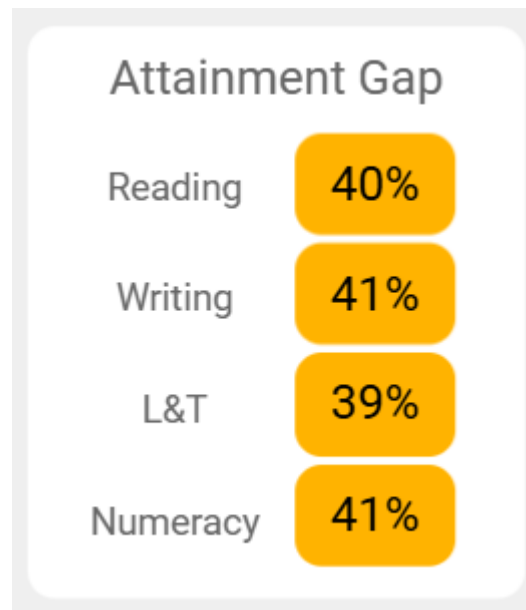
The success of the First Class @ Number programme has promoted us to continue to invest in this resource to close the numeracy attainment gap at P4. Again, targeted accelerated learning groups will also be an approach that is repeated next session to boost learner's numeracy attainment. We will continue to support learners through the Lexia programme next session as this targeted intervention is having a significant impact in all aspects of literacy learning for our targeted learners.

We continue to further reduce the attainment gap overtime as highlighted in the graph below. However, we are still experiencing a significant gap across all curriculum areas.

SIMD Quintiles gap over time



Whole school Attainment Gap June 2025 Session 2024-2025



Other feedback and information:

This session, we were able to engage almost all parents through our sharing the learning events and parental consultations. This included our families impacted by poverty. Feedback collected during the events has indicated that, on the whole, parents were broadly supportive of PEF being dispersed to support gaps in literacy and numeracy. There was also a lot of interest in continuing to support HWB with a particular focus on ensuring social, emotional and behavioural needs. Most parents who provided feedback were in support of the school investing in a targeted literacy programme to support non-readers, reluctant readers and struggling readers (with a particular emphasis on pupils from Deciles 1 and 2). This means continuing to fund the Read, Write, Inc, Fresh Start and Lexia literacy programmes. During our PEF consultation, parents also showed a great deal of support for the continuation of the First Class in Numbers programme to support basic numeracy skills and to boost attainment of our lowest achieving pupils in maths/numeracy. Parents were very keen to see targeted investment in interventions supporting resilience, emotional regulation and sense of self. Particular feedback from our Autism Provision parents was the need for increased investment and support in AAC and technology.

Our investment in a Family Link Worker continues to be a vital part of our PEF spend. This role supports our work to further improve attendance and late arrival within targeted groups, working in partnership with Engaging Young Learners and specific CLPL on Emotionally Based School Attendance and also is an integral part of the nurture and thrive support that is provided for targeted individuals and groups throughout the school.

Our consultations with learners have again highlighted a desire for further opportunities for young learners to support social interactions and wellbeing, through leadership groups. Our learners also wanted to celebrate and recognise achievements outside sporting achievements. We will continue our partnership with Capable Kids, Mini and Junior Duke life skills awards for a group of targeted learners, celebrating and recognising taking responsibility for themselves.

As a staff we are still seeing a high number of learners (including those within Deciles 1 and 2) who are requiring snacks and/or breakfast provided by the school. We want to support our learners to be ready to learn. For this reason, a budget has again been set aside to provide fruit and breakfast to those who need it.

A new group of P6 pupils will be recruited as next session's Social Justice Ambassadors. They will complete the programme and, using their knowledge and understanding of the poverty gap will plan and budget for measures to promote equity within our school community. We hope that this will, in turn, lead to this group feeling more empowered and that their views and suggestions have been heard.

Please note all targeted groups/individuals referred to in the table below involve children impacted by poverty and have been identified through our analysis of Q1 data, FSM data and local intelligence.

Parent/Carer Involvement in PEF Decision-making	Pupil Involvement in PEF Decision-making
• <i>How have parents and carers been involved in decision-making?</i> • <i>How has the school ensured that those impacted by poverty have been involved?</i>	• <i>How have children and young people been involved in decision-making?</i> • <i>How has the school ensured that those impacted by poverty have been involved?</i>

Identified gap/barrier	Outcome for Learners	Impact Measure	Intervention	Responsibility
<i>Linked to barriers identified through analysis of data and illustrated in contextual analysis.</i>	<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>	
<u>Attendance and Lateness:</u> A target group of 34 pupils have lower levels of attendance than their peers. Group of 10 learners identified with 10 or more lates to date (mostly FSM and/or Q1).	Attendance rate (%) of almost all of the target group will increase by between 5-10% from June 25 to June 26. Late coming incidences will reduce for almost all of the 10 learners by 50% from June 2025 to June 2026.	4 weekly tracking for target groups (attendance and lateness) will indicate improved rates of attendance and punctuality.	Family link officer will effectively work with families who require support in helping their child/children access school consistently and on time, through early morning breakfast provision. Support for attendance to be discussed as part of Staged Intervention meetings, as appropriate. Letters issued and followed up with a support discussion by a member of SLT or link made to family link officer, as appropriate. Standard item to be discussed weekly at Senior Leadership meetings with focus and support on Q1 learners. CLPL whole staff supporting attendance training and impact.	G Clark - ongoing SLT – 4 weekly review of attendance data Weekly SLT review Q1 attendance data

To be identified by the Social Justice Ambassadors.	Targeted groups of P6 children will increase their knowledge of the impact of poverty on learning and their school/ community. SJAs will take ownership for £500 of the PEF budget to implement a change that impacts upon poverty for learners/families within the school community.	PEF plan will use the data from SJAs to set an appropriate outcome and measures for the intervention agreed. Further info will be inputted as it becomes available.	Social Justice Ambassadors - £500 to be set aside for pupil groups to bid/plan for to address the poverty gap within our school community.	Gail Williams – plan to be in place by Christmas
Target group of 50 learners identified (SMID 1 & 2) take part in Capable Kids Program - Mini & Junior Duke	Targeted groups will be supported with personal development, increased self-confidence and increased independence. Supporting physical and mental wellbeing, fine and gross motor skills with increased emotional regulation.	Tracking of achievement recognition ensures individual goal setting and achievement. Reduction of incidents leaving the class to reduce by 50% for targeted groups.	Targeted groups will meet regularly and be supported through family link learning to complete the programme and be recognised at fortnightly assembly.	DHT & G. Clark
<u>AP:</u> Target group of 15 learners and their families identified (SMID 1-5) to be supported through an assisted ACC environment.	The majority of learners will demonstrate an increase in the number and depth of their social interactions with adults at school and home.	Increased learners' communication through ACC and their SCERTS emotional regulations assessments will reflect changes in the ways in which the children are able to communicate and interact with the world. Co-regulate/self-regulate and accept mutual regulation interact socially from before and after use of ACC. Comments recorded during TAC meetings will reflect that the majority of the target group	Invest in ACC equipment to be used in classrooms, break out spaces and outdoors. Use of ACC staff to share feedback on strategies being developed with parents for them to incorporate with children at home.	J Gallagher/Tabatha Thomson - ongoing

		have been more able to co-regulate/self-regulate and interact socially at home through increased communication from June 25 to June 26.		
<u>HWB:</u> 35 children in the target group require higher levels of social and emotional support to self-regulate in order to engage with learning in class.	Almost all of the learners from the target group will be able to self-regulate in particular situations without interventions from adults. Almost all learners in the target group will be able to identify, select and use strategies they have learned to enhance engagement in their learning and school life.	Nurture programme pre and post assessments completed with pupils. Teachers to measure impact on target change behaviour for individuals, e.g., number of times SLT were required to support individuals' behaviour, number of times pupils left the classroom and needed support to return, etc. Glasgow Motivation and Wellness Profile used at three points during the year (Term 1, and Term 3). Improvements in two or more categories used to indicate positive improvement. Completion of profile used as opportunity for good quality dialogue with targeted individuals. Improvement in CIRCLE Learner Participation Scales. Parental comments will reflect the positive impact of interventions being observed at home and through the Staged Intervention process.	Pupils will attend Nurture/Thrive sessions – either 1:1 or small group led by Family Link Officer/Mental Wellness Champion. HWB programmes – (ELSA Support) – Anxiety & Worries, Self Esteem and Twinkle & Shine, Mini & Junior Duke and Riverside Miss MacDonald to lead termly stage Outdoor Learning - Forest Schools approach to building self regulation. Outdoor learning.	G Clark/class teachers – Administer Glasgow Motivation and Wellness Profiles and set targets DHT – work with class teachers to plan how to measure impact on change behaviours through CIRCLE learner participation scales. Miss MacDonald and G Clark- on-going termly

		Achieve John Muir Award by year stage.		
<u>Literacy</u> A group of 50 children from P3 – P7 (with an emphasis on Q1 and FSM) has been identified who require a more intensive 1:1 approach to support their literacy attainment.	The majority of learners in the target group will demonstrate an increase of two or more attainment markers in reading from June 2024 to June 2025.	Regular assessments of learners using Lexia assessment tools. Professional dialogue between class teachers and accelerated learning staff will evidence that learners are applying the literacy skills from Lexia to class learning. Teacher judgement (ACEL) at 2 checkpoints in year (attainment meetings throughout the year)	3 year investment in Lexia literacy intervention programme. 50 learners will be supported to engage with the Lexia programme whilst working alongside an Accelerated Learning staff member. Accelerated learning staff will plan and carry out follow up literacy session with learners on a 1:1 basis, as indicated by Lexia programme.	Emma Shaw/H Spencer – termly assessments/ 1:1 interventions H Spencer – 1:1 interventions SLT - tracking and monitoring (twice per session)
<u>Literacy:</u> A group of 25 children from P5 – P7 has been identified who require a more focused reading intervention	The majority of learners in the target group will demonstrate an increase of two or more attainment markers in reading from June 2024 to June 2025.	Learners will be regularly assessed using Fresh Start assessment tools. Professional dialogue between class teachers and accelerated learning staff will evidence that	Continue to invest in Fresh Start resources required to run the programme. 25 learners will participate in the Fresh Start literacy programme with Accelerated learning staff four times weekly during the session.	Emma Shaw/Linda Robb – termly assessments L Robb – Fresh start groups

(mainly FSM and Deciles 1 and 2).		learners are applying the literacy skills from Fresh Start to class learning. Teacher judgement (ACEL) at 2 checkpoints in year (attainment meetings throughout the year)		SLT – tracking and monitoring (twice per session)
<u>Literacy:</u> Children from Quintile1, Q3 and FSM have lower literacy levels than their peers. Particularly evident in P2 year group 2025-2026	% of children (Q1, Q3 and FSM) on track to achieve expected level in reading attainment (teacher judgement) for same cohort increases from: Individual targets to be set with learners and agreed. Measures will be updated.	Regular assessments to show progress completed as part of accelerated learning programmes/groups Teacher judgement (ACEL) at 2 checkpoints in year (attainment meetings throughout the year)	Accelerated learning targeted groups – needs identified, reviewed and support timetable created for each term	SLT Class teachers and Accelerated learning staff
<u>Numeracy:</u> A group of 10 P4 has been identified who require a more specific maths and numeracy intervention.	All children in the target group will demonstrate accelerated progress in numeracy attainment from June 2025 to June 2026.	Pre and post assessment using the Sandwell assessment. Results will show increased raw scores and an improvement of at least 6 months in raw age scores. Professional dialogue between class teachers and accelerated learning staff will evidence that learners are applying the maths and numeracy skills from First	Employ a member of staff to deliver First Class @ Numbers programme to different targeted groups each term.	F Bell

		Class @ Numbers to class learning. Teacher judgement (ACEL) at 2 checkpoints in a year (attainment meetings throughout the year).		
<u>Numeracy:</u> Children from Quintile 2 have lower numeracy levels than their peers. Particularly evident in the P7 year group for 2024/25.	% of children (Q1) on track to achieve expected level in numeracy attainment (teacher judgement) for same cohort increases from: Numeracy Individual targets to be set with learners and reviewed. Chart will be updated.	Regular assessments to show progress completed as part of accelerated learning programmes/groups NSA data Teacher judgement (ACEL) at 2 checkpoints in year (attainment meetings throughout the year)	Accelerated learning targeted groups – needs identified, reviewed and support timetable created for each term	SLT Class teachers and Accelerated learning staff

PEF Budget Plan should be submitted alongside this plan