**CONTEXT & FACTORS**
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**VISION & VALUES**
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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY: **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.**

*Confident Individuals Successful Learners Effective Contributors Responsible Citizens*

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

**ELC** ACTION PLAN
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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

## CONTEXT & FACTORS

**PRIORITY:** To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.

## WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

| SCHOOL (LEARNERS) | LOCAL AUTHORITY & CLUSTER | NATIONAL |
|---|---|---|
| Learner Walks shows almost all lessons are good.<br><br>Jotter Review's shows mainly satisfactory achievement and attainment.<br><br>Pupil Voice feedback notes that they would like their experiences in school to be more relevant to their lives, own personal targets and interests.<br><br>Data shows writing attainment is rising due to Talk for Writing and numeracy has the lowest level of attainment.<br><br>'Satisfactory' Outcome – HMI Visit 2019/2020<br><br>SQR 23 24 LETHAM.pdf<br><br>🔗 STANDARDS AND QUALITY REPORT  SQR 23 24 RIVERSIDE.pdf | CLUSTER<br>Learning, Teaching and Assessment (Good+ for 2.3)<br>RIC Learning, Teaching and Assessment Toolkit<br>Cluster HT Ongoing Self Evaluation<br>HT QA in other cluster school<br>Quality Assurance Equity Thematic Review by Middle Leaders<br>Cluster Moderation – Data Driven<br><br>West Lothian Health and Wellbeing Priorities<br>West Lothian BIG Attainment Data & Identified Gaps/Trends West Lothian Raising Attainment Strategy - Raising   attainment, including closing the gap<br>West Lothian Literacy and Numeracy Priorities<br>West Lothian Equity Team & Pupil Equity Funding<br>West Lothian Curriculum Design Approach<br>West Lothian Moving Forward in Your Learning Guidance (MFiL); Themes 1 & 2: Learning & Engagement Quality of Teaching and themes<br>West Lothian 3 & 4: Effective use of Assessment Planning, Tracking and Monitoring<br>Raising attainment, including closing the gap<br>West Lothian Raising Attainment Strategy 2023-28 | Getting it Right for Every child (GIRFEC)<br>Curriculum for Excellence Refresh UNCRC<br>Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.<br>Realising the Ambition<br>Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan<br>All Learners in Scotland Matter - The National Discussion Report<br>Developing Scotland's Young Workforce Teaching Learning and Assessment Moderation Cycle (Education Scotland)<br>GTCS professional standards and professional update 2021<br>How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?<br>Particular focus on 2.3 Learning Teaching and Assessment. |

**VISION & VALUES**

**PRIORITY:** **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.**

## HOW DOES **THE SPECIFIC IMPROVEMENT PRIORITY** FURTHER THE VISION AND VALUES OF THE SCHOOL**?**

### SCHOOL VISION

**To build a Craigshill Community with a strong sense of identity, where we are all proud of our achievements.**

### SCHOOL VALUES

**Belonging**

**Kindness**

**Respect**

**Creativity**

DREAM BIG

### CURRICULUM RATIONALE

**The Craigshill Curriculum is adaptive and reflects the needs of the learners. We ensure that we connect and feed the Roots of our learners through nurturing positive relationships. The curriculum is skills based and knowledge rich; we cover less because we believe that our children should have the opportunity to study the curriculum in greater depth. We want our children to produce exceptional outcomes whilst developing their independence, resilience, curiosity and creativity. We want our learners to have the attributes to be life long learners. We want them to be confident individuals, who are responsible citizens and effective contributors that leads to successful learners.**

**Our priority aim is to ensure that our curriculum aligns with the vision values and aims of our school community.**

**We will ensure that approaches to learning, teaching and assessment are strengthened through the development of our curriculum.**

PROVIDE A BRIEF BLURB **CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE** TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# Letham and Riverside Primary School

**SUPPORTING DATA**

PRIORITY: **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.**

## WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

### DATA ANALYSIS STATEMENT:

### TRIANGULATING SOURCES:

| | PEOPLE'S VIEWS | DIRECT OBSERVATION | QUANTITATIVE DATA |
|---|---|---|---|
| We need to consolidate the Positive Relationship Policy and develop the Positive Relationship teacher role and draw up an Anti Bullying Charter | Community Group - staff parents and pupils | Observation on policy in practice | Staff and Pupil Feedback |
| We need to ensure all jotters show good achievement and attainment. | Teaching staff | Staff Jotter Review | Attainment Data |
| We need to ensure all class visits show children are achieving through differentiation, pace and challenge and with all children thinking. | SLT | SLT Learning Walks | Attainment Data |
| We need to increase the opportunity for pupil voice and for the curriculum to be tailored to our unique Craigshill context and individual children's needs. | Curriculum review INSET | Pupil Feedback | Pupil Data on IDL Choice |
| We need to consolidate data and interventions systems and set targets for each year group in response to the identified gaps. | Teaching staff | Data Moderation | Attainment Data |

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

COURAGE RELATIONSHIPS VALUES RELEVANCE

YEAR: **2024-2025**

## ACTIONS & INDICATORS

**PRIORITY:** To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.
QA 2.3 Differentiation

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

### FUTURE ACTIONS ACTIONS:

**Implement Inclusive Classroom Checklist and consolidate school values.**

**Consolidate Positive Relationship Policy and Positive Relationship Teacher role and implement Anti Bullying Charter.**

**Implement Pedagogy Toolkit with a focus on differentiation, pace and challenge.**

**Draw up Curriculum Rationale and implement Craigshill Curriculum Practitioner Enquiry.**

**Increase opportunities for pupil voice and the curriculum to be tailored to our unique context and the needs of individual learners.**

### PLANNED ACTIONS:

| # | Action | Who | When |
|---|--------|-----|------|
| 1 | All staff complete the Classroom Checklist and embed School Values in class, school, playground and the community. | Class Teacher | Aug/Sept |
| 2 | Positive Relationship Week held Aug and Feb with 'Know Me to teach Me' and Trusted Adult focus. Identified pupils with PRT for twice weekly support. Anti Bully Week Nov 11-17th with a focus on Anti Bullying Charter | Teaching Staff | Aug/Sept |
| 3 | Fifteen minute bitesize updates (differentiation/Pace/Challenge) at staff meetings prior to Learning Walks | SLT | Monthly |
| 4 | Inset Day 12.8.24 - Curriculum Rationale/Explore Sharepoint and Toolkit. Practitioner Enquiry session CAT 27.8.24 | SLT UofS | Aug/Sept |
| 5 | Identify and develop potential partnerships to enhance our curriculum offer through introduction of a new project Based Learning (PBL) approach to IDL. | Teaching Staff | Dec |

### SUCCESS/IMPACT INDICATOR:

| Indicator | RAG |
|-----------|-----|
| All children aware of Classroom Checklist and how this support our school value of 'belonging. All children know the values and the majority explain them. | 🟩 |
| All children and their parents can explain the 4 R's from the Positive Relationship Policy and the schools strategy to support Anti Bullying. | 🟩 |
| Learning Walks show all lessons are good including Hi5 and Re-Connect Groups. | 🟩 |
| The Craigshill Curriculum meets the needs of all learners through a strong pupil voice. | 🟨 |
| An increased number of learners will report that they have more personalisation, choice and engagement in their learning. | 🟨 |

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**

REVIEW SUCCESS

**YEAR: 2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**ACTIONS & INDICATORS**

PRIORITY: **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice. QA 2.3 Differentiation and QA 3.1 Attainment**

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3**

### FUTURE ACTIONS ACTIONS:

**Implement Accessibility Digital Tools into classroom practice**

**Implement the Anti-bullying and the Equity and Diversity Charter with a focus on Racism**

**Increase staff knowledge of Building Thinking Classrooms and begin to draw up a Craigshill Maths Strategy**

**Embed the Craigshill Curriculum Practitioner Enquiry.**

**Implement GlobalBridge to support learners to showcase their wider achievements**

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

### PLANNED ACTIONS:

**6** — Digital skills evaluation 30.1.25 Staff training 11.3.25 — AR and SG — March 25

**7** — Introduce Anti-Bullying Ambassadors and regular updates in assembly — SLT — Jan/Feb/March

**8** — 4A for Craigshill Maths Strategy. 30.1.25 / Maths Working Group 4.2.25 / Building Thinking Classrooms Inset 17.2.25 AM / Craigshill Maths Strategy 27.2.25 — SS and AR — Feb, March

**9** — Practitioner Enquiry session CAT 14.1.25 — Teaching Staff

**10** — AR SG to complete pilot and draft implementation plan 4.2.25 — AR and SG — March

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

### SUCCESS/IMPACT INDICATOR:

An increased number of learners will report that they feel successful due to using the accessibility digital tools and can show this within their jotters.

All children confidently explain the anti-bullying charter and demonstrate a clear understanding of racism and its negative impact on learners

All staff have observed or had the Building Thinking Classroom modelled to them and feel confident in implementing key elements of this approach within their own teaching.

An increased number of learners will report having more personalization, choice, and engagement in their learning

An increased number of learners will share their wider achievements, allowing staff to gain a more detailed and comprehensive understanding of each learner's strengths, interests, and personal growth.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

### RAG:

REVIEW SUCCESS

YEAR: 2024-2025

COURAGE RELATIONSHIPS VALUES RELEVANCE

**ACTIONS & INDICATORS**

PRIORITY: **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.** QA 2.3 Differentiation and QA 3.1 Attainment

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3.** THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4**

| FUTURE ACTIONS ACTIONS: | PLANNED ACTIONS: | | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| **Extend the use of Accessibility Digital Tools in classroom practice** | **11** Jotter Moderation session to share Accessibility tools 5.6.25 | AR and SG | June | An increased number of learners will report that they feel successful due to using the accessibility digital tools and can show this within their jotters. | |
| **Draw up a P7 attendance plan with current P6 pupils** | **12** P7 workshop with SLT on attendance issues and pupil voice for master classes | AD and SH | June | Letham and Riverside attendance data both above 90% | |
| **Increase staff knowledge of Building Thinking Classrooms and begin to draw up a Craigshill Maths Strategy** | **13** SS AR to model lessons for all staff | SS and AR | June | All staff have observed or had the Building Thinking Classroom modelled to them and feel confident in implementing key elements of this approach within their own teaching | |
| **Share the outcomes of individuals Craigshill Curriculum Practitioner Enquiry.** | **14** Practitioner Enquiry session CAT 22.4.25 Inset Day 6.5.25 | All staff | June | **An increased number of learners will report having more personalization, choice, and engagement in their learning** | |
| **Implement GlobalBridge to support learners to showcase their wider achievements** | **15** AR SG to complete pilot and draft implementation plan for 25-26 | AR and SG | June | An increased number of learners will share their wider achievements, allowing staff to gain a more detailed and comprehensive understanding of each learner's strengths, interests, and personal growth | |

**BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

**CLEARLY DEFINED MEASURE OF SUCCESS.** ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# Letham and Riverside Primary School

A CURRICULUM for EXCELLENCE

**PRIORITY:** **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.**

## HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

### LEARNERS:

| | |
|---|---|
| 1,2,3,4,5 | Enthusiasm and motivation for learning |
| 1,2,3,4,5 | Determination to reach high standards of achievement |
| 3,4 | Openness to new thinking and ideas |
| 3,4 | Use literacy, communication and numeracy skills |
| 4,5 | Use technology for learning |
| 4,5 | Think creatively and independently |
| 4,5 | Learn independently and as part of a group |
| 4,5 | Make reasoned evaluations |
| 3,4,5 | Link and apply different kinds of learning in new situations |

### INDIVIDUALS:

| | |
|---|---|
| 1,2 | Self-respect |
| 1,2 | A sense of physical, mental and emotional well-being |
| 1,2 | Secure values and beliefs |
| 1,2,4,5 | Ambition |
| 1,2 | Relate to others and manage themselves |
| 2,4,5 | Pursue a healthy and active lifestyle |
| 1,2 | Be self-aware |
| 1,2,5 | Develop and communicate their own beliefs and view of the world |
| 5 | Assess risk and make informed decisions |
| 4,5 | Achieve success in different areas of activity |

### CITIZENS:

| | |
|---|---|
| 1,2 | Respect for others |
| 1,2 | Commitment to participate responsibly in political, economic, social and cultural life |
| 4,5 | Develop knowledge and understanding of the world and Scotland's place in it |
| 1,2 | Understand different beliefs and cultures |
| 5 | Make informed choices and decisions |
| 4,5 | Evaluate environmental, scientific and technological issues |
| 4,5 | Develop informed, ethical views of complex issues |
| 4,5 | Make reasoned evaluations |

### CONTRIBUTORS:

| | |
|---|---|
| 4,5 | An enterprising attitude |
| 2 | Resilience |
| 2 | Self-reliance |
| 4,5 | Communication in different ways and in different settings |
| 4,5 | Work in partnership and in teams |
| 4,5 | Take the initiative and lead |
| 4,5 | Apply critical thinking in new contexts |
| 4,5 | Create and develop |
| 83,4,5 | Solve problems |

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

**YEAR: 2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**QUALITY INDICATORS**

**PRIORITY:** To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.

## HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH FOCUS **HGIOS QUALITY INDICATOR**S**?**

### 1.3 Leadership of change

- **1,2** — Developing a shared vision, values and aims relevant to the school and its community
- **3** — Strategic planning for continuous improvement
- **4,5** — Implementing improvement and change

### 2.2 Curriculum

- **4,5** — Rationale and design
- **4,5** — Development of the curriculum
- **4,5** — Learning pathways
- **4,5** — Skills for learning, life and work

### 2.3 Learning, teaching and assessment

- **3** — Learning and engagement
- **3** — Quality of teaching
- **3** — Effective use of assessment
- **3** — Planning, tracking and monitoring

### 3.1 Ensuring wellbeing, equality and inclusion

- **1,2** — Wellbeing
- **1,2** — Fulfilment of statutory duties
- **1,2** — Inclusion and equality

### 3.2 Raising attainment and achievement

- **3** — Attainment in literacy and numeracy
- **3** — Attainment over time
- **3** — Overall quality of learners' achievement
- **3** — Equity for all learners

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DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

**1.1 Self Evaluation for Self Improvement**
**2.3 Differentiation**
**3.1 Attainment**

SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)
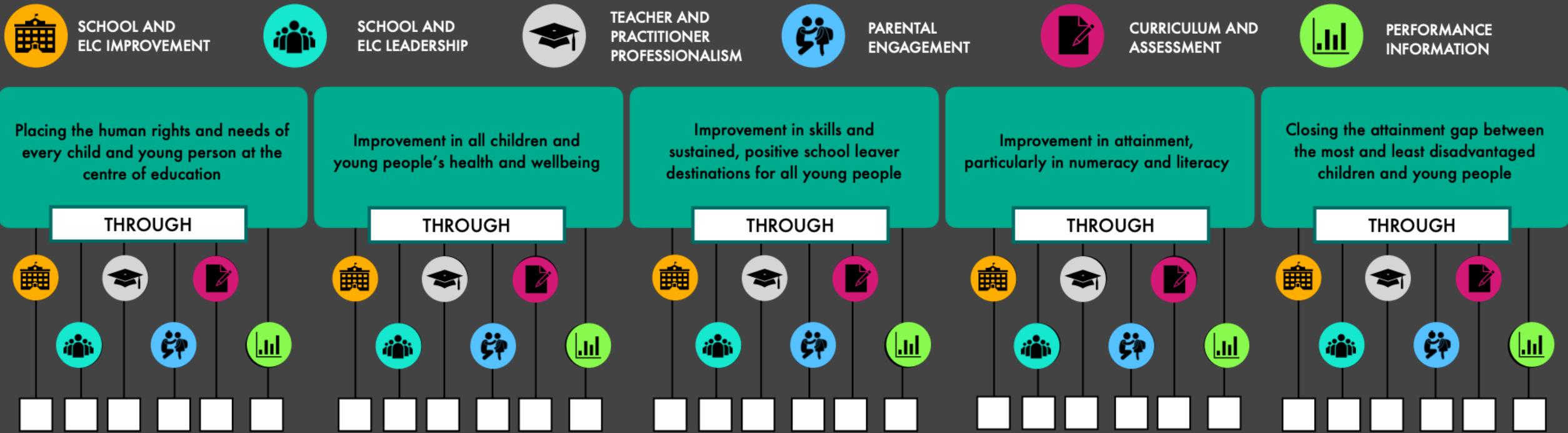
**COURAGE** RELATIONSHIPS **VALUES** RELEVANCE

YEAR: **2024-2025**

NATIONAL IMPROVEMENT **FRAMEWORK**

PRIORITY: **To create a calm inclusive learning environment where all learners have positive relationships and experience high quality learning delivered through a broad curriculum offer with a strong pupil voice.**

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS**?**

- SCHOOL AND ELC IMPROVEMENT
- SCHOOL AND ELC LEADERSHIP
- TEACHER AND PRACTITIONER PROFESSIONALISM
- PARENTAL ENGAGEMENT
- CURRICULUM AND ASSESSMENT
- PERFORMANCE INFORMATION

| Placing the human rights and needs of every child and young person at the centre of education | Improvement in all children and young people's health and wellbeing | Improvement in skills and sustained, positive school leaver destinations for all young people | Improvement in attainment, particularly in numeracy and literacy | Closing the attainment gap between the most and least disadvantaged children and young people |
|---|---|---|---|---|
| THROUGH | THROUGH | THROUGH | THROUGH | THROUGH |

(SELECT ☒ NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

**BIGGER PICTURE**

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**

## YEAR2

**Continue to develop the new Craigshill Primary Curriculum.**

**Review Literacy Strategy for Literacy Attainment for the new Craigshill Primary.**

**Develop Early Level Literacy Progression Toolkit to incorporate phonological and phonemic awareness.**

**Develop Building Racial Literacy Guidance.**

**Review Numeracy Strategy in line with Numeracy Attainment over time and Audit Numeracy and Mathematics experiences from ELC – P7.**

**Work towards achieving gold UNCRC accreditation.**

## YEAR3

**Develop meta skills assessment framework.**

**Develop the use of profiles to include progressive transferable skills and the children's ability to talk about these.**

**Develop partnerships with the world of work through parents and local businesses to enable sustainable curriculum opportunities.**

**Further develop the use of HGIOURS to include pupil observations of their peers to monitor progress within communication/ listening and talking skills.**

## YEAR4

**Develop rubrics to involve pupils in self assessing and being coached through their progress within meta skills**

**Review Expressive Arts curriculum to ensure opportunities for creativity and clear development of skills.**

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE

## E L C
### ACTION PLAN

ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link 🔗 [2024-25 ELC Action Plan.pdf](2024-25 ELC Action Plan.pdf) to view our ELC Action Plan.

**P E F**
STATEMENT

**PUPIL EQUITY FUNDING:** Tackling the attainment gap between the most and least advantaged children

All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link [ 🔗 _____ ] to view our PEF Summary and find out more about our use of funding.