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& FACTORS

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning.** We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**

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

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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. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

CONTEXT  
& FACTORS

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships** and **high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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

## SCHOOL (LEARNERS)

**Letham PS Riverside PS**

**45.91%** **49.02%** of pupils are in receipt of **Free School Meals (FSM)**, compared to the **West Lothian average of 19.62%**.

**1.26%** **1.96%** of pupils have **Care Experience** (WL 0.89%).

**49.69%** **22.06%** of pupils have **Additional Support Needs (ASN)** (WL 38.86%).

**20.75%** **4.41%** of pupils are **English as an Additional Language (EAL)** learners (WL 8.99%).

In 2025/26, the school received **£124,950** **£112,700** in **Pupil Equity Funding (PEF)** **RS 112,700** This funding has been strategically used to target barriers to learning and promote equity in educational outcomes.

**59.75%** **43.63%** of pupils are identified as **Quintile 1** learners (WL 15.17%).

**90%** **92%** of the school roll fall within **Quintiles 1 and 2** (WL 41.21%).

HMI Visit 2019/2020 Satisfactory



STANDARDS AND QUALITY REPORT

## LOCAL AUTHORITY &amp; CLUSTER

**West Lothian Corporate Plan**

**Education Services Management Plan**

**Raising Educational Attainment Strategy;**  
**West Lothian Stretch Aims**

**Moving Forward In Your Learning –**  
**Inclusive Curriculum: Meeting Learner's**  
**Needs**

**West Lothian Parental Involvement and**  
**Engagement Framework**

**Equity Team and additional allocations,**  
**Pedagogy Team**

## NATIONAL

**National Improvement Framework; Challenge;**  
**Included, Engaged and Involved Series**

**UNCRC; Child Protection Procedures**

**Getting it Right for Every Child (GIRFEC)**

**GTCS Professional Standards and Update 2021**

**Pupil Equity Funding/Equity Audit and Self-**  
**Evaluation**

**How Good is Our School? 4<sup>TH</sup> Edition/Quality**  
**Improvement Framework for ELC Sectors**

**Realising the Ambition**

**Presumption to provide education in a**  
**mainstream setting 2019; Support for Learning:**  
**All our Children and All their Potential (ASL**  
**Review) 2020**



### VISION & VALUES

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning.** We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



### 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



#### CURRICULUM RATIONALE

The Craigshill Curriculum is culturally responsive 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 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.



### SUPPORTING DATA

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships** and **high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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

#### DATA ANALYSIS STATEMENT:

A total of 26 children attended Connect, 22 attended Reconnect, and 16 participated in Hi5. Individual profiles reflecting developments in confidence, social interaction, emotional regulation, and engagement.

Teaching across the setting is judged to be Good, with many staff demonstrating very strong practice, though some variability remains, highlighting the need for greater consistency.

The vocabulary gap remains evident in assessments, particularly in listening and talking, maths and IDL.

Building Thinking Classrooms are at the improvement stage, with individual action plans to support consistent implementation.

Curriculum judged good, with many very good elements. The key areas to focus on are profiling and the development of meta-skills (Career Skills)

#### TRIANGULATING SOURCES:

##### PEOPLE'S VIEWS

##### DIRECT OBSERVATION

##### QUANTITATIVE DATA

Parents and key workers

ISS and SfL Observations

Individual profiles

VSE

VSE

VSE

Girls in maths

Lesson observations

E and E meeting data

Staff feedback

Lesson observations

Girls in maths

VSE

Lesson observations

VSE and Thematic review

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

ACTIONS  
& INDICATORS

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment** where all learners **experience positive relationships** and **high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**

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:

To consolidate connect/reconnect/ Hi5/ Sfl packages with all staff having clear expectations

To improve support and challenge through Leaders of Learning to ensure consistent high quality teaching in all classes

To improve the learners' vocabulary through a whole-school vocabulary strategy leading to improved attainment in literacy.

To consolidate Building Thinking Classrooms by establishing a whole-school approach ensuring consistent implementation. P4-7 STEM maths lessons completed.

To understand the Scotland Curriculum Improvement Cycle

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

## PLANNED ACTIONS:

1 Inservice 10.8.26 Set Individual targets/ Emotions Regulation SCERTS scale and Engagement Scale to be tracked All staff Dec 2026

2 Inservice 10.8.26/CAT 1 Targets feedback (include target practice Jotter moderation 17.9.26/ 31.11.26 AR NC RB Dec 2026

3 Inservice 10.8.26 Vocabulary system to be set up in class and shared in assembly All staff Dec 2026

4 Inservice 10.8.26 Individual staff development plan to be drawn up (Team Teach/Observations) SS AR Dec 2026

5 Inservice 11.8.26/CAT 2 24.9.26/CAT 4 19.11.26 All staff Dec 2026

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

## SUCCESS/IMPACT INDICATOR:

By 1<sup>st</sup> December 100% of staff will have an understanding of the Connect, Reconnect, Hi5 and Sfl packages of support.

By 1<sup>st</sup> December 100% of teachers will be using feedback to support and challenge learning.

BY 1<sup>st</sup> December 100% of learners show stronger word knowledge, improved confidence in using language across the curriculum.

By 1<sup>st</sup> December 100% teachers have implemented BTC, resulting in opportunities for independence

By 1<sup>st</sup> December 100% staff have increased confidence in the CIC process, and there is a plan for profiling and metaskills development.

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

## RAG:

REVIEW SUCCESS



ACTIONS  
& INDICATORS

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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:

Positive Relationship Plan

National Improving Writing

PLANNED ACTIONS:

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SUCCESS/IMPACT INDICATOR:

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RAG:

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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



ACTIONS  
& INDICATORS

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning.** We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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:

Craigshill PS Transition Plan

National Improving Writing

PLANNED ACTIONS:

|   |  |   |
|---|--|---|
| ● |  | ● |
| ● |  | ● |
| ● |  | ● |
| ● |  | ● |
| ● |  | ● |

SUCCESS/IMPACT INDICATOR:

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RAG:

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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



ACTIONS  
& INDICATORS

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning.** We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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 4. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

Craigshill PS Transition Plan

PLANNED ACTIONS:

SUCCESS/IMPACT INDICATOR:

RAG:

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



SCHOOL IMPROVEMENT PRIORITY

Letham and Riverside Primary School



A CURRICULUM  
for EXCELLENCE

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning.** We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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

LEARNERS:

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

INDIVIDUALS:

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

CITIZENS:

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

CONTRIBUTORS:

- ☐ An enterprising attitude
- ☐ Resilience
- ☐ Self-reliance
- ☐ Communication in different ways and in different settings
- ☐ Work in partnership and in teams
- ☐ Take the initiative and lead
- ☐ Apply critical thinking in new contexts
- ☐ Create and develop
- ☐ 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)

A CURRICULUM  
for EXCELLENCE

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



## 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                                        |
| 8,3,4,5 | 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)



### QUALITY INDICATORS

#### PRIORITY:

To consolidate a calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the Scottish Curriculum Improvement Cycle



### HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

#### 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

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)



# SCHOOL IMPROVEMENT PRIORITY

## Letham and Riverside Primary School

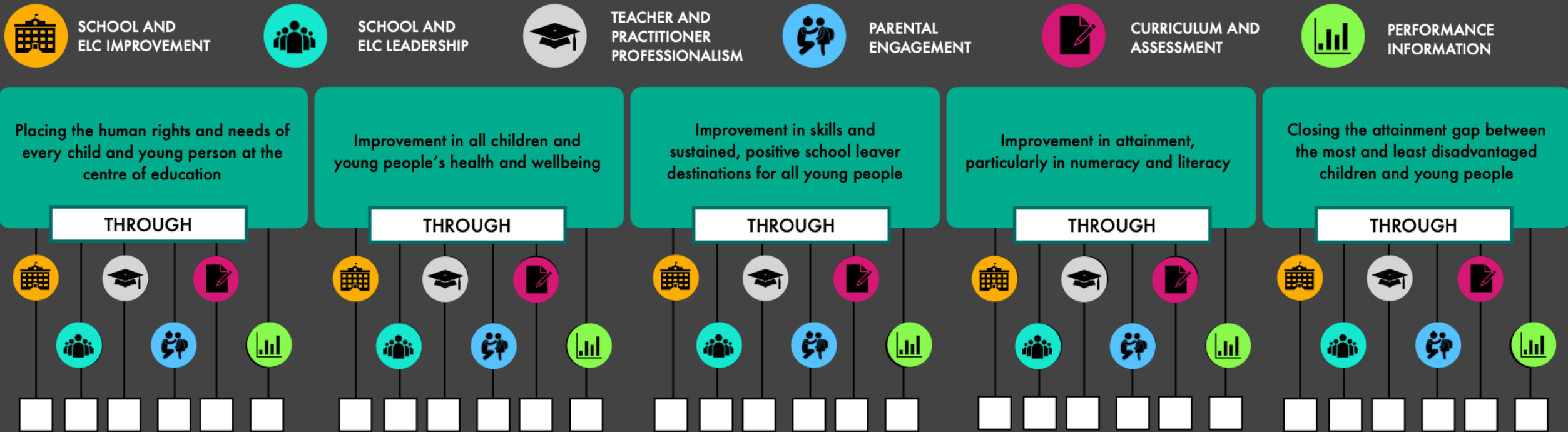


### NATIONAL IMPROVEMENT FRAMEWORK

**PRIORITY:** To consolidate a **calm, inclusive nurturing learning environment where all learners experience positive relationships and high-quality learning**. We will achieve this through a culturally responsive curriculum shaped by our community's voice and strengthened by improvement in line with the **Scottish Curriculum Improvement Cycle**



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



(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: 2026-2027



### BIGGER PICTURE

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



### YEAR2

*Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase*

**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.**

### YEAR3

*Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase*

**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.**

### YEAR4

(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.**



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   to view our ELC Action Plan.



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.