



Improving Lives Together
Ambition | Compassion | Integrity



Quality Improvement Plan 2025-2026

SCHOOL: Luncarty Primary School

SEED: 5349729

Curriculum Rationale

Values

The totality of learning experienced by all of our children, in an inclusive, relevant and motivating environment, enables them to develop their skills to be lifelong, confident and successful learners who are responsible and effective contributors as global citizens in the world today and in the future.

All stakeholders work together to provide learning experiences and opportunities which enables all pupils to achieve their potential; to allow them to be actively involved in planning and assessment and to fulfil their aspirations within and beyond school.

Totality of the Curriculum

The school aims to work closely with parents/carers and our community partners. We will take every opportunity to involve them in the life and work of the school, to share our achievements and to build links which enhance our curriculum to deliver motivating learning contexts.

Pupils are encouraged to contribute to the school community at every stage. Shared values are communicated, and many opportunities allow pupils to grow, develop and support the work of the school.

Our curriculum will offer progression and choice which is well planned and includes a blend of discrete subjects and interdisciplinary learning through relevant contexts. This allows for exciting and challenging opportunities for pupils to make connections across learning both in class and as part of whole schoolwork.

Opportunities for children to develop their interests and wider achievements are given both within school for equality of opportunities and are encouraged out with school to enable children to achieve and develop their potential.

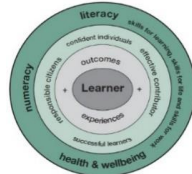
Learning and Teaching

All staff have a clear, shared understanding of learning and teaching practice which will provide high quality learning experiences across all curricular areas. A focus on core skills in literacy, numeracy and health and wellbeing are well planned and linked to contexts to ensure opportunities are given for their application across the curriculum. A range of well-planned strategies are used to provide these real contexts for learning and link learning to support children's understanding of the world around them. **'Planning should encourage participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process.'**

Learning experiences and skills development will be delivered through active learning, independent and collaborative learning, problem solving through investigating and exploring and play across the stages. There is specific emphasis on developing the children's understanding of their own health and wellbeing, including key qualities such as resilience, perseverance, and a positive attitude to learning. Planned experiences provide opportunities to develop their ability to make informed choices about their own health and wellbeing.

Experiences and Outcomes

All experiences and Outcomes are used to plan coherent and progressive learning and teaching practices to motivate and engage children in their learning and are based upon current, well-founded research. Consistency in the progression of their knowledge, understanding, skills and attributes are integrated into school programmes of work and are moderated to National curricular benchmarks.



Entitlements

Throughout a child's life in school from pre-school onwards, learning has been developed to ensure that each young person is provided with a Broad, General Education. All learners are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all 8 curriculum areas. All children will have well planned opportunities to develop an understanding of and apply the skills for Learning, Life and work and work in partnership with all stakeholders including business.

Support

Support for each child is relevant and appropriate, identified, addressed, and reviewed in relation to their needs.

Best use is made of all current resources to ensure needs are met whether this is learning or social and emotional.

All stakeholders are clear about policy and practice in this area.

Principles

We aim to provide a curriculum that meets the needs of all of our children, which allows for **breadth and depth** of learning, offering **challenge and enjoyment** and which develops **skills for learning, skills for life and skills for work**. In doing so we will prepare our children to take their place in a modern society.

Curriculum development is based upon the seven key principles of:

- Challenge and enjoyment, Breadth, Progression, Depth, Personalisation and choice, Coherence, Relevance

At all stages there are planned opportunities for pupil participation including **personalisation and choice**, which enhances pupils' progress in their learning. Opportunities for pupils to make informed choices about their learning will encourage and motivate pupils to become successful learners

Assessment

All teachers currently base their practice on Assessment for Learning principles and the supporting strategies in practice including Learning Intentions and Outcomes, asking good questions, giving quality feedback formative and summative assessment and self and peer assessment. The use of National Benchmarks, Local authority and LMG moderation supports judgements on assessment of learners' progress. Gathering good quality evidence is well planned and use of the children's Learning Journal documents their progress through selected examples of progress based on targets, Learning Intentions and Outcomes. The evidence contained within this will vary as children progress at different rates and it is therefore the class teacher along with the child who decides what and when to put in an example of evidence of progress, This will support and evidence pupil tracking within and across levels. At every level, an ethos of high expectation is encouraged, and attainment and achievement are recognised and celebrated.

Three Year Overview of Key School Priorities 2024-2027

2024-2025	<ul style="list-style-type: none"> • Y2 Writing – engage with national improving writing programme and further develop Writing moderation practice • Y2 Relationships and behaviour – embed Emotion Works, engage pupil voice to seek feedback and improvement actions. Develop restorative approaches through engagement with local authority programme. • Maths – focus on progression using PKC pathways to develop a shared understanding of progress, planning, challenge, breadth and pace. (LMG)
2025-2026	<ul style="list-style-type: none"> • Learning, Teaching and Assessment: Develop a consistent 'Luncarty Way' approach to meet the needs of all learners. • Relationships, and behaviour: Nurturing Schools Year 1 • Numeracy a: Maths- building engagement and learning to impact on progress and engagement, evaluation of resources. (LMG).
2026-2027	<ul style="list-style-type: none"> • Y1 Numeracy and Maths • Y1 Pupil Voice • Y2 Relationships and Behaviour: Nurturing Schools Year 2
<p style="text-align: center;">LMG Priority</p> <p>To support transition and consistent assessment of Maths across LMG schools, to ensure consistency of understanding of progress</p>	

Quality Improvement Plan - Priorities and Outcomes																											
What are the outcomes that you plan to achieve for your children, young people and families for this session?																											
Key Priority One: To develop a consistent 'Luncarty Way' to Learning, Teaching and Assessment approaches with a focus on Literacy, Numeracy and Health and Wellbeing. Rationale: Aligned with the PKC Improvement Plan, and considering Luncarty has experienced a period of significant change, including high staff turnover, the development of a framework will ensure consistency and progression for all learners.																											
Overall Aim: By June 2026, there will be an improvement in the quality of teaching for identified PKC 7 features for all teachers.																											
NIF Priority(Highlight): <ul style="list-style-type: none">Placing the human rights and needs of every child & young person at the centre of educationImprovement in children & young people's health & wellbeingClosing the attainment gap between the most & least disadvantaged children & young peopleImprovement in skills & sustained, positive school-leaver destinations for all young peopleImprovement in attainment, particularly in literacy & numeracy		NIF Drivers (Highlight): <ul style="list-style-type: none">School & ELC leadershipTeacher & Practitioner professionalismParent/carer involvement & engagementCurriculum and assessmentSchool & ELC improvementPerformance information		HGIOS4 QIs(Highlight) : <table><tr><td>1.1 Self-evaluation for self-improvement</td><td>1.1 Safeguarding & child Protection</td><td>3.1 Ensuring wellbeing, Equality & inclusion</td></tr><tr><td>1.2 Leadership of learning</td><td>1.2 Curriculum</td><td>3.2 Raising attainment</td></tr><tr><td>1.3 Leadership of change</td><td>1.3 Learning, teaching & assessment</td><td>3.3 Increasing creativity & employability</td></tr><tr><td>1.4 Leadership & management of staff</td><td>1.4 Personalised support</td><td></td></tr><tr><td>1.5 Management of resources to promote equity</td><td>1.5 Family learning</td><td></td></tr><tr><td></td><td>1.6 Transitions</td><td></td></tr><tr><td></td><td>1.7 Partnerships</td><td></td></tr></table>			1.1 Self-evaluation for self-improvement	1.1 Safeguarding & child Protection	3.1 Ensuring wellbeing, Equality & inclusion	1.2 Leadership of learning	1.2 Curriculum	3.2 Raising attainment	1.3 Leadership of change	1.3 Learning, teaching & assessment	3.3 Increasing creativity & employability	1.4 Leadership & management of staff	1.4 Personalised support		1.5 Management of resources to promote equity	1.5 Family learning			1.6 Transitions			1.7 Partnerships	
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Objective What will change? When, who, what, by how much?	Intended Outcomes What will happen as a result of the objective?	Key Improvement Activity What approaches or interventions will be in place? (May be Universal or Targeted)	Measures How will you measure the intended outcomes?	Key Personnel	Monitoring How will you know the activity is happening as planned?	Progress and Impact																					

Commented [KR1]: This column is how and when will you monitor progress - termly planning meeting, collegiate?

By October 2025, all teachers will plan effectively, ensuring pupil voice is a key feature.	<p>All teachers will follow clear planning procedures.</p> <p>Planning will take account of a balance of learning experiences across the four contexts.</p> <p>All learners will have opportunities for wider achievements.</p> <p>Pupil voice will be gathered and used to inform planning.</p> <p>There will be a more opportunities for outdoor learning experiences.</p>	<p>Review key documents (Curriculum Rationale, HGios 4, Building the Curriculum, PKC L&T Toolkit etc. along with research and professional reading.</p> <p>Review existing weekly, termly and annual planning approaches.</p> <p>Embed use of PKC progression pathways for all curricular areas.</p> <p>Develop lunchtime clubs, lead by senior pupils.</p>	<p>Baseline questionnaires- confidence levels.</p> <p>Pupil focus groups</p> <p>Tracker of wider achievements.</p> <p>Quality assurance of planning documents.</p> <p>Classroom observations.</p>	Teachers HT/ PT Learners	<p>Updated planning formats will be used by all teachers.</p> <p>Professional confidence will have increased.</p> <p>Attendance at collegiate sessions</p> <p>Quality Assurance activity: -Monitoring of planning formats - Planning meeting</p>	
By October, 2025, a clear assessment calendar will be implemented across all classes.	<p>Clear assessment data will be held across all stages.</p> <p>Teachers will develop data analysis skills and</p>	<p>Review assessment calendar and fully implement across all classes.</p> <p>Develop class trackers for</p>	<p>Analysis of whole school assessment data.</p> <p>Review interventions overview</p>	Teachers PPST HT/ PT	<p>Assessment records will be completed</p> <p>Teachers will plan learning and teaching and</p>	

	<p>will further develop their ability to use data to inform next steps.</p> <p>Data held will provide a fuller understanding of learners needs and will support planning of effective interventions.</p> <p>A range of AiFL strategies will be utilised.</p>	<p>recording assessment data and ensure consistency in how data is used to support next steps and professional judgements.</p> <p>Interventions overview to be created to track progress and impact for all learners.</p> <p>A range of interventions available to support learners.</p> <p>Develop AiFL Framework</p> <p>Further develop sharing of wider achievement through assemblies and notice boards.</p>	<p>Assessment and tracking data will be used to inform discussions about learner progress during tracking and meeting learners needs meetings.</p> <p>Classroom monitoring</p> <p>PSA Timetables</p> <p>ASN Overview</p> <p>Closing the Gap analysis</p>		<p>organise groupings as a result of assessment information.</p> <p>Pupils</p> <p>Children will have developed skills in self and peer assessment.</p>	
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Commented [KR2]: You will need a baseline of data analysis skills and then a measure

By April 2025, a shared approach to learning, teaching and assessment of Literacy, Numeracy and Health and Wellbeing will be created.	Greater consistency and clear progression across the three core curriculum areas will improve outcomes for all learners.	<p>Staff working parties to review existing pedagogy, resources, programmes, practice and assessments for Literacy, Numeracy and HWB.</p> <p>Good practice visits to other settings.</p> <p>Homework consultation to be undertaken</p> <p>NIW approach to be implemented across P4-7. Daily Numeracy/ Mental maths to be extended to all classes.</p> <p>Individual targets will be set in literacy and numeracy.</p>	<p>Gather baseline data- survey to teachers.</p> <p>Action plans developed by Leads (with measures to demonstrate improvement)</p> <p>Good practice visits</p> <p>Feedback gathered</p> <p>Analysis of pupil, parent and teacher feedback.</p> <p>Uptake of homework records</p> <p>Attainment data</p> <p>Jotter monitoring</p> <p>Curriculum planning QA</p>	<p>Teachers PSAs PPST HT/ PT Parents Learners Literacy Leader Numeracy Leader</p>	<p>Regular feedback sessions with working parties.</p> <p>Participation during collegiate sessions.</p> <p>Writing attainment will increase/ predictions will be on track.</p>	
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By June 2026, The Luncarty Way Learning, Teaching and Assessment policy will be fully implemented.	<p>The Luncarty Way will provide a clear and consistent approach to learning, teaching and assessment at Luncarty Primary.</p> <p>Review planning to ensure all learners contribute to planning learning.</p> <p>Teachers will provide high quality feedback to provide clear next steps for learning.</p> <p>Almost all pupils will know themselves as learners and will have a clear understanding of their strengths and next steps.</p>	<p>Creation of policy following professional learning (eg through reading/research).</p> <p>Pupil profiles/ learning conversation templates to be developed.</p> <p>Feedback – professional learning.</p> <p>Introduction of critical friends to observe feedback in practice.</p> <p>Policy to be shared with all stakeholders.</p>	<p>Teacher's planning and classroom displays will demonstrate increased pupil voice.</p> <p>Classroom observations</p> <p>Pupil focus groups (with opportunities to describe strengths and next steps).</p> <p>GWBM Scale data</p> <p>Jotter monitoring</p>	Teachers HT/ PT Parents Learners	<p>Quality Assurance activity</p> <p>Collegiate calendar</p> <p>Peer monitoring</p> <p>Learning conversations.</p>	
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Quality Improvement Plan - Priorities and Outcomes						
What are the outcomes that you plan to achieve for your children, young people and families for this session?						
Key Priority Two: Continue to develop staff skillset in relation to developing relationships and supporting young people to engage positively.						
Rationale: Underpinned by Local Authority priorities and develop relational approaches to supporting relationships and behaviour across the school and Nursery.						
Overall Aim: By June 2026, the average score for pupil Glasgow Wellbeing and Motivational Scale “Adults Look out for me in school/ make sure I am feeling okay” will increase by 1 point or more from 8.2.						
NIF Priority(Highlight): <ul style="list-style-type: none"> Placing the human rights and needs of every child & young person at the centre of education Improvement in children & young people's health & wellbeing Closing the attainment gap between the most & least disadvantaged children & young people Improvement in skills & sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy & numeracy 		NIF Drivers (Highlight): <ul style="list-style-type: none"> School & ELC leadership Teacher & Practitioner professionalism Parent/carer involvement & engagement Curriculum and assessment School & ELC improvement Performance information 		HGIOS4 QIs(Highlight) :		
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<i>who, what, by how much?</i>	<i>What will happen as a result of the objective?</i>	<i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	<i>How will you measure the intended outcomes?</i>		<i>is happening as planned?</i>	
By September 2025, all school staff will have been introduced to whole school nurturing approaches.	All staff will have a clear understanding of the Nurturing Relationships project.	Identification of Nurture Lead(s) All staff to undertake initial PKC training.	Baseline questionnaire to measure confidence levels. Training attendance Compile GMWB data for all pupils to analyse pupil wellbeing	Whole staff team. Nurturing Relationships Team	Included within QIP and Working Time Agreement Review training attendance	
By October 2025, School Nurture Leads will have carried out one or more baseline assessments to identify the initial nurture principle of priority.	An area of priority will be identified based on clear baseline data.	Baseline assessments undertaken. Analysis of baseline data. Data will be shared with staff team to provide context for priority identified.	Applying nurture as a whole school approach tools - Children people focus group questions - Classroom environment observation Collated baseline measures	School leads Pupils Class teachers ECPs	Attendance at Nurturing Relationships termly coaching sessions. Monitoring of completion of Glasgow HWB toolkit by all P1-7pupls.	

By December 2025, School Nurture Leads will have identified a clear defined aim and an action plan will be developed outlining a plan for one or more change projects to be undertaken in Term 3.	Children and young people will benefit from an increased focus on nurturing approaches which are highly relevant to the school context.	Nurturing relationships – School Leads training. Consultation with Nurturing Relationships team working group to develop an action plan.	Completed driver diagram – Term 2	School Lead Pupils Staff	Attendance at Nurturing Relationships termly coaching sessions	
By December 2025, further embedding of Emotion works across the whole school to ensure a shared language and understanding of emotional literacy,	All learners supported to develop emotional literacy and tailored regulation strategies. HWPB policy to support learning and teaching will be created and incorporated into the 'Luncarty Way'. The Peaceful Place 'Sensory Circuit' will support regulation of identified learners.	Further develop staff awareness of Emotion Works approaches across the curriculum. Sensory Circuit training for all staff	Monitoring of teacher weekly plans. Displays Audit consistent use of universal approaches Pupil focus groups in term 2 and 4. Peaceful Place usage tracker. Analysis of GMWB toolkit data.	PT (EW lead) Teachers Pupils	Classroom visits Quality assurance/ planning meetings	

Aim will be included once identified in December 2025.

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Key Priority Three: To support transition and consistent assessment of Maths across LMG schools, to ensure consistency of understanding of progress and achievement of a level.																											
Rationale: Recognised need for all staff to have a shared understanding of planning, assessment and moderation of Numeracy																											
Overall Aim: By June 2026, all schools within PGS LMG will see an increase of between 5-15 % of P5-S1 learners having a clearer understanding of their progress and next steps in numeracy.																											
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<p>By May 2026, all learners in P5-S1 will use progression pathways to identify next steps in learning in Maths.</p> <p>Informed by above pathways:</p> <p>By May 2026, all learners, P5-S1 will access consistent assessment in maths which is valid and reliable.</p>	<p>Increased staff confidence and knowledge of progression in Maths.</p> <p>Strengthen staff relationships across LMG partnership.</p> <p>Increased learner autonomy and motivation to identify next steps in Maths.</p> <p>All LMG schools will have a consistent approach to the assessment of Maths and Numeracy from P5 to S1.</p> <p>Clear understand of learner achievement and attainment for transition to S1.</p>	<p>All schools will introduce and moderate pupil friendly progression pathways.</p> <p>Implementation of hot and cold assessments from early to third level for all organisers within Maths and Numeracy.</p>	<p>Staff pre (by March 2025) and post (March 2026) questionnaire.</p> <p>Microsoft form regarding pupil awareness of progress in maths and numeracy: issued to P5-S1 learners in November 2024, repeated in March 2026.</p> <p>Almost all learners will access assessments from term 1, 2025.</p>	<p>SLT</p> <p>SLT</p> <p>Teachers across LMG schools.</p>	<p>SLT to review implementation in classroom planning meetings/observations.</p> <p>Pupil Focus Groups</p>	
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Cost of the School Day Approach – Luncarty Primary School

Position Statement -							
Luncarty Primary School will support children and young people to participate fully in school life through reducing costs in a sustainable and inclusive way.							
Suggested Overall Aim:							
It is our goal to make our education provision equitable and accessible to all regardless of income or personal circumstances.							
Area Identifies from information gathered	We already do...	Issue Identified What does our evidence/data tell us?	Desired Outcome What would we like to achieve? (universally or targeted)	Interventions How will we address the issue identified?	All staff should be considered	Impact evidence	Evaluation Date
Uniform	Uniform inform is easily accessible from a range of low-cost suppliers eg supermarkets. Parent Council have funded Leavers Hoodies. Unclaimed lost property is displayed at Parent Contact for all to benefit from.	Currently all learners wear school uniform. Lack of awareness around other supports available for families.	Raise awareness of all supports available to families.	Information in school newsletters: SCG, Social Flock Welfare Rights advisor to be invited to school during Parent Contact evenings.	Any concerns re any pupil's uniform to be raised to a member of senior leadership team. Sensitive approach if a child in not wearing uniform eg sensory challenges.	All learners continue to wear uniform.	June 2026

School supplies	All required stationery – pencils, jotters, books etc – is provided by the school so there is no requirement for parental outlay.	Many children like to bring their own resources. School stationery is often mistreated. School budget is limited.	All classrooms and learning spaces have access to any stationery required.	Encourage labelling of own resources. Continue to raise profile of Luncarty Values to promote respect for school property. Parent Council to be approached to support this if required.	Accessibility of school supplies. Direct teaching around respect and responsibility.	All children will have access to the resources required throughout their school day.	Annually
School meals, snacks and drinks	Universal free school meals for P1-5 Parents and carers encourage to apply for free school meals. Encourage tasting sessions of school meals for Nursery children.	Not all families who qualify for FSM apply for it. Dinner debt adding additional financial pressure for families.	Reduce stigma around FSM through active promotion. Increase uptake of FSM PKC has written off dinner debt in Dec 24.	Offer support to eligible parents of children approaching the end of P5 to complete application for FSM. Promote and encourage uptake of FSM through usual communication channels, website etc. Ensure information is included in P1 transition information and school handbook. Ensure all FSM information is sent out to P6 and P7	Provision of toast/ a snack for pupils who appear to be lacking concentration, possibly due to hunger. Raise concerns regarding children who continually come to school not having had breakfast or with a snack so that CLW or other supports can be engaged.	Increased uptake of FSM through TC figures. Improved readiness to learn amongst children through having hunger need met.	Interim December 2024 then June 2025

				families ahead of the new session.			
Health and Wellbeing	<p>Free toothbrushes and toothpaste provided</p> <p>Free sanitary products provided to children and families</p> <p>Dental checks in P1 and P7.</p> <p>Height and weight checks in P1 and P7.</p> <p>Access to free sports opportunities through various partner agencies.</p>						
Fundraising events and themed days	<p>Work with Parent Council to ensure that fundraising events are spread throughout the year.</p> <p>World Book Day – children wore pyjamas to offset cost of costumes.</p>	All fundraising events are well attended by the school community.	Support parent council to limit the costs for any events that they organise.	<p>Discuss the need for events in school with staff and distribute evenly throughout the year.</p> <p>Understand the focus and rationale behind such events.</p>	The focus of and rationale for any event and whether there may be any costs for families associated	All children can participate in fundraising activities.	Termly review.

	School based events are on a suggested donation basis.						
Trips	<p>Staff access the local area or places which are within walking distance in the first instance.</p> <p>Select trips which are subsidised or have transport subsidised.</p> <p>Use PEF to ensure equity for all children</p> <p>Parent Council support transport for trips.</p>	<p>Balance between cost and experience. Trips are often expensive but also offer valuable experiences.</p> <p>Increased transport costs present a significant barrier.</p>	An annual, low cost trip for each class.	<p>Consider communication strategy around payment for trips.</p> <p>Seek external funding to support costs of trips – for example, local trusts, bequests etc.</p> <p>Consider PEF to support particular identified young people, LAC, YC etc.</p>	<p>Ensure all staff are “poverty aware” in all of their decision making around trips</p> <p>Provide notice to families so they can plan for any costs associated with the trip.</p>	All children have had at least one trip or per school year.	Review annually
Extra-curricular activities and clubs	<p>All extra-curricular clubs delivered by school staff are provided free of charge.</p> <p>Support from Parent Council to support clubs.</p>	Pupils not able to attend afterschool activities due to transport issues – no school transport for example.	All pupils able to attend clubs of their choice without barriers to participation related to transport or costs.	Introduce lunchtime clubs- run by P6 and P7 pupils to widen range of experiences on offer.	Tracking achievements to ensure opportunities for all	All learners access at least on lunchtime/ after school club.	Termly review.

	Active Schools support the school in running a range of sporting clubs						
Digital access and learning at home	<p>Loan-bank of IT devices available to support learning at home if requested</p> <p>Aware of application process for SG Digital Inclusion devices</p>	Larger families sharing one device between a number of siblings (and parents)	Equity of access to digital devices for all families.	Consider using PEF for purchase of additional devices for loan bank	<p>Monitor non-completion of homework and discuss possible need for digital device.</p> <p>Blend of paper and digital homework tasks.</p> <p>Time in school for research or project work required.</p>		Review termly