

Renfrewshire Council Children's Services

Bushes Primary School and Early Learning and Childcare Class

Improvement Plan

2025-2026

Planning framework

As part of Children's Services, Bushes Primary School and Early Learning and Childcare Class has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

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

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Bushes Vision, Values and Aims

"Blossom at Bushes"

To create the happy environment our school community needs to thrive, all stakeholders have established a clear Vision and set of Core Values as well as our aims for the whole school community.

Our Vision

We believe that all children are created equal and are owed the best we have to give. As a whole school community, we will work together tirelessly to develop and advance the unique set of skills and talents each of our pupils have and encourage every one of them to believe they can be successful and empower them to achieve amazing things.

Our Values are at the root of everything we do at Bushes:

Build each other up through **KINDNESS** and **FRIENDSHIP**

Uphold **HONESTY**

Share **RESPECT**

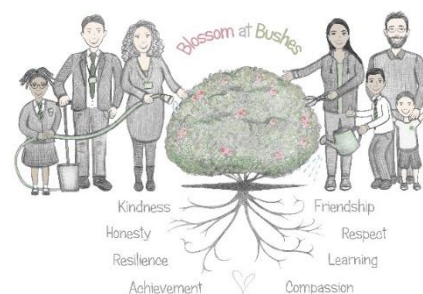
Have **RESILIENCE**

Encourage **LEARNING** and **ACHIEVEMENT**

Show **COMPASSION**

Aims for our Pupils

- To provide a happy, safe, stimulating, supportive and nurturing environment where children can meet their full potential as both learners and people, and can develop respect for themselves, others and their surroundings.
- To provide a rich, exciting and progressive curriculum which engages and motivates children and through which every child can develop fully as lifelong learners with skills to equip them for their future.
- To encourage children to be independent, motivated, curious, creative and resilient learners who have a love of, and are capable of leading, their own learning.
- To provide children with the opportunities to contribute their voice to, and play an active role in, the development of the School and ELC Class.
- To provide opportunities for every child to feel part of, and be able to positively contribute to, the school, local and global community, helping them to become responsible members of society.
- To actively promote good physical and mental health amongst all children.
- To celebrate children's achievements and ensure they receive recognition and praise for their efforts and achievements in all areas of their life, both within and out with the ELC Class and School.
- To provide equity for all children.



Aims for our Families and Community

- To provide a supportive and nurturing environment, working collaboratively and in partnership with parents and carers to help every child achieve their full potential.
- To empower parents and carers to play an active role in their child's education.
- To develop and sustain close links between parents and the local community to further children's learning.
- To promote, support, respect and value parental engagement in contributing to the ongoing development of the school.

Aims for our Staff

- To provide a supportive and nurturing environment wherein staff work collaboratively to provide the best educational experience possible for every child.
- To support them in keeping up to date with latest National and Council policies and procedures and continuing to develop their practice through Continual Professional Development opportunities.
- To nurture and respect each child as an individual and play an active role in their personal, as well as their educational development.
- To serve the community of Bushes with empathy, progressive learning and pride.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff, and services that support the work of the school. We used a variety of methods of getting the views of those who are involved in the life and work of Bushes Primary and Early Learning and Childcare Class such as:

Consultation with Pupils (School and ELC Class)	Consultation with Staff (School and ELC Class)	Consultation with Parents and Carers (School and ELC Class)	Consultation with Partners (School and ELC Class)
<ul style="list-style-type: none"> • Pupil questionnaires as part of wider self-evaluation process linked to HGIOURS • Pupil learning target setting and review with class teacher/ELC Officer • Planning in curricular areas (including mind mapping, floorbooks etc.) • Pupil leadership groups (including Pupil action group and House representatives) • Pupil Focus Groups • Child learner profiles in ELC Class 	<ul style="list-style-type: none"> • Staff questionnaires as part of wider self-evaluation process linked to HGIOS 4 • Regular staff and collegiate meetings throughout the session • Annual Professional Review and Development meetings • Evaluation of the service we provide using relevant professional documents and identification of strategic actions for the School Improvement Plan from this process • Staff consultation activities as part of In-Service and planned collegiate activity • Termly Tracking and Monitoring (TAM) meetings focussing on pupils' progress and targets • Team Around the Child (TAC) meetings • Curriculum leadership roles 	<ul style="list-style-type: none"> • Parent/Carer questionnaires as part of wider self-evaluation process • Induction days • Parent Council meetings regularly throughout school session • Parent/Carer feedback at events such as parents' night • Newsletters for school and ELC Class • Team Around the Child (TAC) meetings • Reporting to parents (School and ELC Class) through a meeting and written reports and transfers of information (ELC Class) 	<ul style="list-style-type: none"> • Team Around the Child (TAC) meetings • Local Area Admissions Panel Meetings (ELC Class) • Educational Psychology Service • Home Link Service • Cluster Schools (Heriot, Langcraigs, Brediland, Lochfield and Gleniffer High School) • Active School Coordinator • ELC Classes, primary schools and secondary schools around transition planning and support • Professional health and social care bodies who offer support to our children and pupils.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school and ELCC improvement plan meet the needs of the school and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- A Self-Evaluation and Monitoring Calendar is produced each year, outlining a detailed account of self-evaluation and monitoring strategies carried out to ensure a rigorous approach to monitoring improvement
- Regular staff meetings
- Tracking and monitoring of each pupil's progress through discussions and the use of data. This is discussed at a termly 'Tracking and Monitoring' meeting between teachers and SLT where current reading, spelling, reading, maths progress etc. are discussed and next steps identified and planned for. Health and wellbeing needs are also discussed as part of this process. Parents are contacted to discuss concerns or share success.
- Each child sets targets for their own learning and these are reviewed regularly.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments.
- Scottish National Standardised Assessments have been carried out at P1, P4, and P7. Our continued work on moderation will help to ensure that we are focussing on achieving a level, as well as facilitating opportunities for moderation.
- SLT (Senior Leadership Team) meet regularly to discuss pupil progress in all areas including Health and Wellbeing.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities including peer learning visits.
- Regular self-evaluation using relevant professional documents e.g., HGIOS 4 and HGIOURS 4 with all stakeholders with actionable next steps.
- Liaison with external partners who provide support for pupils (e.g. Occupational Therapists, Speech and Language Therapists) to ensure best provision for all children.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 – To provide high quality learning for all			
NIF Priorities		NIF 7 Key Outcomes	
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 		<ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>At Bushes we are committed to achieving the highest possible quality of provision and positive outcomes for all children and young people and their families. Our priority is to consistently provide high quality learning experiences for all. This priority is underpinned by our vision, 'Blossom at Bushes'.</p> <p>The self-evaluation process has highlighted the need to update and refresh our Learning, Teaching and Assessment policy to reflect the approaches and practices being implemented across the school.</p> <p>The self-evaluation process has highlighted the need to evaluate our approach to challenge and bring consistency to this across the school.</p>	<ul style="list-style-type: none"> By August 2025, all staff will be aware of The Renfrewshire Way learning and teaching toolkit. During session 2025-2026 staff will use The Renfrewshire Way toolkit, and resources within, to enhance their professional understanding and classroom practice. This will benefit the children and the learner experiences and outcomes. By January 2026, complete review and audit of current Learning, Teaching and Assessment Policy considering impact on learner experiences and outcomes. By April 2026, our updated Learning, Teaching and Assessment Policy will be finalised and implemented in Term 4. There will be effective use of challenge, differentiation and assessment (formative and summative) across the school and ELC. 	<ul style="list-style-type: none"> Self-evaluation of Q.I 2.3 Learning, Teaching and Assessment and Theme 2 – Our learning and teaching. Robust Quality Assurance calendar Tracking and monitoring (TAM) meeting records – highlight approaches having a positive impact on learner experiences and outcomes. Attainment tracker SNSA and GL results Young Leaders of Learning (YLL) focus group feedback (How good is OUR school?) Partner and parent/carer questionnaire results and feedback will demonstrate our approach to challenge is consistent across the school New Learning, Teaching and Assessment Policy for Bushes 	<ul style="list-style-type: none"> Introduce 'The Renfrewshire Way' to all staff (August Inservice) and signpost staff to relevant resources within the toolkit to enhance their professional understanding and classroom practice. (HT) Time at collegiate session allocated to allow staff time to explore the resources in the Renfrewshire Way toolkit. Staff encouraged to utilise CLPL hours for professional reading and training opportunities. (HT) Working party (Learning and Teaching) established to: <ul style="list-style-type: none"> Create our own version of the 'Renfrewshire Way' to highlight good practice within Bushes to Bushes' staff and where to see it Create 'Bushes Learner' guide Create 'What challenge looks like at Bushes' guide Creation of updated Learning, Teaching and Assessment Policy (HT) Complete self-evaluation of Q.I 2.3 Learning, Teaching and Assessment with all staff and Theme 2 – Our learning and teaching with pupils (pupil voice) (Article 12) (HT) All teaching staff to participate in Practitioner Enquiry with collegiate time allocated to complete this. Staff will focus on: <ul style="list-style-type: none"> Share practice in relation to skills Planning for skills Research for skills Create proposal for implementation Trial within own environment Evaluation Share practice/feedback Classroom/playroom visits and observations will focus on challenge and learner environments (SLT) Staff to be given training and input on effective use of observations, assessment approaches and floorbooks for evidencing progress (HT)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Staff Self-Evaluation highlighted the need for the continued development of our approach to a skills-based curriculum.</p>	<ul style="list-style-type: none"> • Development of skills-based learning across ELCC-P7. Children will be clear about what skills they are developing, and skills will progress as children move from ELCC through the school 		<ul style="list-style-type: none"> • ELCC staff to continue to support school staff sharing their knowledge and expertise. Teaching staff can observe ELCC colleagues and their good practice. (ELCC Staff) • Further development of the New Progression Tool (DHT-D and ELCC staff) • Implementing new Trackers in Numeracy, Literacy and Health and Wellbeing (DHT-Donna and ELCC staff) • Staff to participate in work with Lynda Keith (Educational Consultant) to creating of approach to skills-based learning. (HT) • Professional learning for teaching staff to be provided throughout the session including input and support on skills-based approach. Staff will work together with external supports to identify key skills at Bushes and how to practise these with pupils. (HT)
<p>25% of learners (76/308) across the school are not on track to achieve their expected level in writing.</p> <p>Attainment in writing at Primary 2 (24-25) is 70%, Primary 3 (24-25) is 71%, Primary 5 (24-25) is 67%, Primary 6 (24-25) is 70%</p> <p>Approximately 23% (33) of learners are not on track to achieve First level, compared with 28% (36) at Second level and 19% (7) at Early level.</p> <p>Attainment in writing is 81% in Early level; 77% at First level and 72% at Second level. This is lower than reading attainment levels at Early 83%, First 86%, Second 80% and this gap needs to continue to narrow.</p> <p>Staff self-evaluation highlighted the need for development of resources to support assessment of Writing produced through the Talk for Writing approach.</p>	<ul style="list-style-type: none"> • By June 2025, attainment in writing across the whole school will have increased by 5% from 75% to 80% • By June 2026, attainment in writing of the pupils who are in P2-P7 in session 25-26 will have increased as follows: P2 by 3% (1) to an end value of 84% P3 by 7% (3) to an end value of 77% P4 by 7% (3) to an end value of 78% P5 by 2% (1) to an end value of 88% P6 by 7% (3) to an end value of 74% P7 by 6% (3) to an end value of 76% • By June 2025, the gap between attainment in reading and writing will be to no more than 2% at Early level, 5% at First level and 5% at Second level • By June 2025, a clear, structured, progressive, consistent approach to the assessment of writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing assessments to support teacher judgement. 	<ul style="list-style-type: none"> • Writing assessment scores will show an increase in attainment within target groups • Standardised assessment data, including GL assessment and SNSA at P1, P4 and P7, conducted in January, will show an increase in attainment • Class formative assessment will show an increase in pupil understanding and ability to access tasks set. • Tracking meetings – discussions around attainment, interventions and next steps • Early Years Progression Tool - Improved attainment data in writing • Early Years staff confidence surveys will demonstrate an increase in staff confidence in utilising Talk for Writing approaches. 	<ul style="list-style-type: none"> • Appointment of 0.4 FTE teacher (PEF Funded until Aug'26) with their time being used to provide tracked interventions to targeted pupils including a focus on children in First and Second level. (HT) • Implement new tracking format for children receiving interventions. This tracker will document interventions and their impact. (PEF) • Creation of Writing assessment toolkit to support assessment of writing across the school. Working party to also provide guidance in Talk for Writing approach for all teaching, Early Learning and Childcare staff and support staff and parents. (DHT-D and Talk for Writing working party) • Project Leads will continue to oversee the implementation across the school and ELC Class (DHT-D and Literacy Champion) • Parental information (QR Codes, Talk for Writing displays) shared at open evening/parents' evenings. (DHT-D) • Learning visits (SLT) and peer observations will focus on Talk for Writing (once training is complete) (DHT-D and ELCC staff) • Engage in moderation of writing – planned collegiate time (DHT-D and ELCC staff) • Termly learning targets – continue to focus on emergent writing (DHT-D and ELCC staff) • Create an ELCC reading spine (DHT-D and ELCC staff) • Create home learning bags to encourage and support the Talk for Writing approach at home (DHT-D and ELCC staff-A)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Priority 2 – Ensuring pupils are actively involved in on-going self-evaluation activities leading to improvement

NIF Priorities		NIF 7 Key Outcomes	
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 		<ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Feedback from our own self-evaluation process, as well as the Local Authority's Quality Improvement process, identified Pupil Voice and Leadership as an area of continued development across the school</p> <p>Improve opportunities where our pupils are listened to, and their views taken into account to ensure that they impact on our school evaluation processes and feed directly into our improvement priorities.</p> <p>Provide our pupils with greater opportunities to work with other pupils from a cluster school (Bushes PS) to plan and implement a joint improvement priority which will benefit both schools.</p> <p>Act upon the items highlighted in the YLL's Action Plan from session 24-25.</p>	<ul style="list-style-type: none"> Our pupils will become increasingly actively involved in our school improvement activities. By the end of May 2026, our YLL group will have prepared a short report that will be included in our 2026 School Standards & Quality. This will also include next steps which have been identified for the YLL group of 26/27 ensuring that pupils are involved on an ongoing basis in the improvement priorities at Bushes PS. Creating a Multi-Use Relationship Space: The YLLs would like to transform one of our classrooms into a welcoming multi-use space designed to support friendships, emotional wellbeing, and social connection. Enhancing Outdoor Play to Build Belonging: The YLLs are keen to continue developing our outdoor spaces to foster inclusion and positive peer relationships. Shared Allotment Project: The YLLs see real potential in working with the Senior Leadership Team, the Eco Committee and our ELCC class to establish a shared allotment. This space would give classes the opportunity to grow herbs and vegetables together, encouraging teamwork, responsibility, and a deeper connection with our environment and each other. 	<ul style="list-style-type: none"> Pupil feedback at the end of the project provides evidence that they feel involved in the improvement of their school, and they feel that they are being listened to and that their views are being taken into account. YLL group can evidence what they have improved within in each school and can identify next steps for session Pupil (both those involved directly and those not involved directly in the project), and parental survey indicates pupil voice is sought, valued and considered. E.g. annual survey, survey to gather ideas for shared allotment 	<ul style="list-style-type: none"> Langcraigs & Bushes PTs will identify pupils within their establishment to form their next YLL group, which will consist of 6-8 pupils from Primary 5 or 6. They will utilise the YLL group from session 24-25 for advice and guidance and training. (PT-S and HT) Creating a Multi-Use Relationship Space: YLL Group plan to consult staff about offering additional lunchtime clubs—such as board games, art, or music—to help pupils connect with one another in positive ways. This space would also include a <i>Suggestion and Worry Box</i>, giving all pupils a safe way to share their thoughts and feelings, promoting trust and pupil voice. (PT-S and HT) Enhancing Outdoor Play to Build Belonging: Working with staff and the Parent Council in session 24-25, they've helped select new outdoor toys and learning resources to support social interaction at break times. To ensure this remains sustainable, they plan to train next year's P6 and P7 pupils as <i>Play Leaders</i>—encouraging leadership, kindness, and a sense of fun across the school. (PT-S and HT) Shared Allotment Project: Working with ELCC staff and the Eco committee, YLLs will lead the development of this area, consulting stakeholders to help shape this new resource. (PT-S and HT in collaboration with ELCC staff)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Priority 3 – Improve access for pupils to extracurricular clubs and activities (Parent and Pupil priority)

NIF Priorities

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

NIF 7 Key Outcomes

- **Develop knowledge, skills, values and attributes to support children and young people to thrive**
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- **High levels of achievement across the curriculum with action to close the poverty-related attainment gap**
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Pupil survey conducted in January 2024, identified that the minority of pupils within the school participate in after school clubs</p> <p>Parental survey conducted in January 2024, and February 2025 identified that only around half of parents who responded felt that their child benefits from school clubs and activities provided outside the school classroom</p>	<ul style="list-style-type: none"> • All pupils engage in the survey of their extra-curricular activities • Accurate database of pupils' extra-curricular activities is created. • New clubs created will be led by Primary 7 pupils • Increased extra-curricular participation by at least 50% of pupils who were identified as 'target pupils' from pupil surveys that were conducted. Target pupils are children who do not attend any clubs out with school • Sustained increase in club participation • Positive feedback from most of club participants 	<ul style="list-style-type: none"> • Pre and post participation surveys show an improvement in levels of participation within targeted group • Pupil and parental survey feedback Jan/Feb'26 • Feedback from participating pupils and Primary 7 pupils • Successes shared through newsletters, Seesaw, assemblies, etc. 	<ul style="list-style-type: none"> • Apply comprehensive online survey to new P1 pupils' and those who join the school at other stages to update records of levels of current engagement in extra-curricular activities. Distribute to relevant pupils. (DHT-A) • Analyse data from above survey and existing survey data to identify pupils who do not participate in any extra-curricular activities. (DHT-A) • Conduct focus groups with students who don't attend any extra-curricular clubs to identify interests and potential club ideas (DHT-A) • Share initiative with parents and gather their support (DHT-A) • Meet with interested Primary 7 pupils and train them on running a club (DHT-A) • Monitor and support Primary 7 pupils in planning and executing clubs, promoting these through newsletters, Seesaw, assemblies, etc. (DHT-A) • Review progress of clubs termly and use data to track participation levels– meet with HT to do so (DHT-A) • Gather feedback from club attendees and non-attendees and improve club offerings based on this (DHT-A) • Celebrate successes and highlight participation through newsletters, Seesaw, assemblies, etc. (DHT-A) • Re-survey pupils in term 4 of session 25-26 to measure impact of intervention (DHT-A)

(PEF) denotes interventions/activities funded through Pupil Equity Funding