



Equity statement Croftmalloch PS



In line with the vision of the National Improvement Framework, at Croftmalloch Primary we aim to ensure that every pupil, no matter their background, has the same opportunity to succeed, we are inclusive and plan for the diverse needs of our learners, with a specific focus on closing the poverty related attainment gap. We have received £60,025 this year for our Pupil Equity Fund. As a staff team, we know our families well and understand that we have families living in both absolute poverty and relative poverty. Through identifying these families and learners and using a range of assessment data to determine their needs, we have the below plans in place. These plans are regularly tracked using our PEF planning tool.

Literacy

In Nursery and Primary 1, there is a particular focus on developing spoken language through the explicit teaching of vocabulary using Word Boost. This continues to be developed further up the school with support from SaLT. We have developed a clear whole school literacy strategy with a strong reading and writing culture and place importance on reading for pleasure, ensuring that all of our learners have access to high quality and accessible children's literature. We work closely with the Literacy & English Pedagogy Officer to provide high quality teaching and learning opportunities for all learners and are developing Listening and Talking across the whole school. Targeted children have been identified for Literacy interventions including: Language Link, 5 minute Box, IDL and Core writing target support.

Numeracy & maths

We have previously worked closely with the Numeracy Pedagogy Officer to improve teaching and learning with a specific focus on training staff in numeracy interventions including SEAL and Numicon Intervention and continue to develop this approach across the whole school. Targeted children receive additional small group or one-to-one interventions focusing on early number skills through The 5 Min Numeracy box and the Numicon Intervention. These interventions are regularly tracked. Concrete materials and manipulatives are promoted in all classrooms, each and every learner has access and choice about the manipulatives that they use.

Health & Wellbeing

Positive relationships are a key feature of our school alongside our nurturing principals and our calm, consistent environment which supports self-regulation. All children have a trusted adult to support them and all staff are trauma informed. Zones of Regulation is used as a whole school approach and there are opportunities for one-to-one nurture sessions to further develop self regulation. We have a coherent and progressive health and wellbeing curriculum and offer additional and targeted well-being and nurturing experiences, including outdoor learning experiences, Tac Pac, Lego based therapy sessions, Drawling Talking Sessions & partnership working to create bespoke packages for our most vulnerable learners, in line with our GIRFEC commitment.

Across Learning

The CIRCLE Inclusive Classroom scale informs our learning environment and ensures that the diverse needs of our learners are met. In all curricular areas, we have high expectations for learners. We aim to provide opportunities for personal achievements across learning through using pupil voice (Lundy Model Approach) to drive our curriculum, providing leadership opportunities for all children and through offering a range of free extra-curricular opportunities including football, dance, karate, netball and gymnastics. Children living in poverty are prioritised for community links including the annual Answer House Pantomime and extracurricular clubs to provide targeted children with opportunities for personal achievement

Family Engagement

We build positive relationships with all of our families and through doing so we can support them in times of need –offering pastoral support to the whole family through partnership working. We have an established a Family Learning Calendar which offers regular opportunities for families to engage in learning events alongside their children and includes opportunities for supporting family wellbeing. We target vulnerable families to share positive learning experiences with their children. We seek the opinion of our families, parent council and children to help reduce the cost of the school day, school trips have been heavily subsidised to ensure all our children are able to take part in our class trips offering a wide range of experiences.

We raise awareness and understanding about the impact of poverty in both a global and local context. Our 'Foodbank donation' for dress down day initiative has educated children that poverty is present in our community. We have donated over 1000 food items to the Foodbank. Our Cost of The School Day Action Statement ensures that all our learners have the same opportunities to succeed. We ensure that school supplies are readily available in all classrooms, including digital technology so that all children can access resources to enhance their learning. There are no expectations for families to provide equipment for school. Breakfasts, snacks and lunches can be made available for any child who requires it, online payment systems ensure that those children requiring free lunches are not identifiable to their peers.