



Whitdale Primary Equity Statement 2026/27

Whitdale Primary is an Equity Promoting School. We have high expectations for all of our learners. We actively promote equity and inclusion, meeting the vision of the National Improvement Framework. We aim to ensure that every pupil, no matter their background, has the same opportunity to succeed. We are tenacious in our endeavours to close the poverty-related attainment gap and plan meaningfully for the diversity that we see displayed by our pupils. We are inclusive and plan for the varied needs of our learners, with a specific focus on closing the poverty-related attainment gap. We take pride in our knowledge of our families. We seek out hidden poverty and strive to find our young carers. We understand that we have families living in both absolute poverty and relative poverty. We track and monitor our pupils carefully and consistently, using our data to inform us of where our impactful interventions are required. We identify these families and learners and use a range of assessment data to determine their needs. These plans are regularly tracked using our PEF planning tool and we focus on maximising impact for all of our learners.

Literacy	Numeracy	Health and Wellbeing	Inclusion	Family Engagement
At early level there is a particular focus on developing spoken language through the explicit teaching of vocabulary using Word Boost. We have developed our reading and writing culture through our literacy hour interventions and focus on expanding our common words. We place importance on reading for pleasure, ensuring that all of our learners have access to high quality and accessible children's literature that reflects the diversity of our pupils. We provide high-quality teaching and learning opportunities for all learners. Targeted children- have been identified for support with; 5 minute Box, IDL, Clicker, Fry's words interventions and core writing target support and also implement universal dyslexia supports.	We have a specific focus on training staff in numeracy interventions including Numberblocks and Numicon. This year we will be focusing on Building the Thinking Classroom rolling out a pilot study from last year across the whole school. PEF has been used to fund a dedicated teacher to develop this intervention. Targeted children receive additional small group or one-to-one interventions focusing on early number skills. These interventions are regularly tracked. Concrete materials and manipulatives are promoted in all classrooms and each and every learner has access and choice about the manipulatives that they use.	Positive relationships are a key feature of our school alongside our nurturing principles and our calm, consistent environments which support self-regulation. All children have a trusted adult and all staff are trauma informed. Zones of Regulation is used as a whole school approach and there are opportunities for one-to-one sessions to assist in co and self-regulation. We have a coherent and progressive health and wellbeing curriculum-centred around GIRFEC and offer additional wellbeing and nurturing opportunities to targeted children, including outdoor learning experiences and partnership working to create bespoke packages for our most vulnerable learners, in line with our GIRFEC commitment.	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 to drive our curriculum, providing leadership opportunities for children and through offering a range of extra-curricular opportunities including chess and football. These extracurricular clubs are targeted to children to offer opportunities for personal achievement. Children living in poverty are prioritised for community links including Answer House visits and extra responsibility roles.	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 offer regular opportunities for families to engage in learning alongside their children. We target vulnerable families to share positive learning experiences with their children. We seek the opinion of our families and parent council on the life and work of our school, including matters such as how to help to reduce the cost of the school day. As a result of one of these consultations our school trips have been heavily subsidised to ensure all our children are able to take part in order to offer 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 320 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

and online payment systems ensure that those children requiring free lunches are not identifiable to their peers. We provide a free-to-take clothing trolley which is in various community locations. We are supported by River Kids with over 100 children benefiting from their support. River Kids also helped to subsidise our P7 camp experience which halved the cost for our parents and the School Clothing Bank donated four shirts and a jumper to each P7 pupil.