

# Pupil Equity Funding Summary Statement 2025-2026



West Calder High School

# Introduction

At West Calder High School, we strive to ensure that, within a culture of inclusion, wellbeing and equality, universal & targeted interventions lead to improved outcomes for every individual young person in our school. We aim to identify and address barriers to participation and learning for individual young people and their families. By working in partnership, we strive to ensure that we maximise opportunities for our young people to succeed.

This document provides a summary of the key actions and intended outcomes which we have identified as we seek to ensure that every individual young person facing barriers to participation and learning, receives the right support at the right time. All of these actions and interventions are supported by our allocation of Pupil Equity Funding.



# 1. Attendance

An early intervention Secondary Attendance strategy will focus on improving attendance universally, as well as for targeted groups, especially those with protected characteristics (including refugees), and Q1/FSM learners in line with SAC stretch aims. This will require a focus on ethos and relationships, targeted interventions, effective partnerships and robust policy, procedures and data analysis.

## **Planned Outcomes:**

- To increase Q1 & FSM cumulative attendance for S1, S2, S3 and S6 to at least 88% by the end of May 2026
- To increase Q1 & FSM cumulative attendance for S4 & S5 to at least 80% by the end of May 2026
- To increase Q2 cumulative attendance for each year group (S1 - S6) to at least 88% by the end of May 2026

## **Actions/Interventions:**

- A whole school attendance strategy which provides universal and targeted support to every individual young person and family in order to improve attendance and engagement in school.
- Further enhancements to the WCHS attendance tracking processes to ensure timely, proportionate interventions at the right time for individual learners.
- Enhancements to the Wellbeing Support team which enable increased frequency and robustness of attendance monitoring and implementation of appropriate targeted supports.
- Increased curricular provision to increase attendance and engagement for targeted groups (Q1, Q2, FSM) e.g. Hair and Beauty, Construction, Outdoor Education, Childcare, Barista etc
- Expansion of role and function of Aspire targeted provision to support improvements in attendance and engagement for targeted individuals.
- Development of a robust attendance, attainment and achievement tracking and monitoring process for targeted learners in order to ensure we maximise every individual's opportunities for success.
- Development of a targeted resource to support neurodiversity.



## 2. Participatory Budgeting

At WCHS, the views and opinions of our young people are crucial in identifying and planning improvements to their school. Opportunities for young people to influence change and improvement are numerous and varied. Participatory budgeting is a powerful tool through which we seek to involve young people and their families in planning for improvement. This includes the use of our Pupil Equity Funding.

### **Planned Outcomes:**

- To increase Q1, Q2 and FSM participation in a range of school and community based activities, experiences and opportunities to 50% of the identified school population.
- To further embed the process for recording, monitoring a tracking pupil participation for all young people but particularly those in targeted groups.
- To develop a process whereby staff can apply for funding to support wider participation through the 'West Calder Cares' charity.
- To enable every young person in the BGE to have the opportunity to participate in a range of enhancement activities (including Outdoor Education) as part of their universal entitlement.
- To enable targeted young people S1-S6 to benefit from a range of enrichment activities (including Outdoor Education)

### **Actions/Interventions:**

- School strategy implemented to ensure that all activities, experiences and opportunities are accessible and affordable by every individual young person
- Part funding of activities, experiences and opportunities by the school 'West Calder Cares' charity for individual young people within the targeted groups.
- Whole school recording and tracking system implemented to track every individual young person's participation in school and community based activities, experiences and opportunities. A particular focus is placed on those in targeted groups.
- Summer holiday activity programme implemented to increase participation of young people in targeted groups.
- Steering group formed which includes pupil representatives to oversee the allocation of financial supports and interventions designed to increase participation.

### 3. Cost of the School Day.

At West Calder High School, we aim to identify and address financial barriers to participation and learning for families and young people. By working in partnership, we will ensure that we maximise opportunities for our young people to succeed. Our 'West Calder Cares' Anti Poverty Strategy seeks to support our most vulnerable young people and their families by reducing the cost of the school day and removing barriers to participation.

#### **Planned Outcomes:**

- In accordance with our Cost of the School Day Action statement and work on the Cost of the School Day there will be no young person who is unable to access appropriate uniform.
- An affordable WCHS School Dress Code is accessible for every individual learner.
- To involve young people in the leadership and development of the WCHS Anti-Poverty strategy
- To maximise the impact and reach of the 'West Calder Cares' charity in reducing the Cost of The School Day and widening participation
- To support individual young people facing barriers to travel to school.
- WCHS curricular offer meets the needs of every individual learner but particularly those facing barriers.

#### **Actions/Interventions:**

- A whole school attendance strategy which provides universal and targeted support to every individual young person and family in order to improve attendance and engagement in school.
- Further enhancements to the WCHS attendance tracking processes to ensure timely, proportionate interventions at the right time for individual learners.
- Enhancements to the Wellbeing Support team which enable increased frequency and robustness of attendance monitoring and implementation of appropriate targeted supports.
- Recruitment of a team of WCHS Anti-Poverty Pupil Ambassadors to lead and develop the WCHS Anti-Poverty strategy
- Maximise the impact and reach of WCC which will allow access to a wide range of funding sources which will, in turn reduce the cost of the school day for targeted young people and their families.
- To expand targeted curricular provision to increase engagement and participation (e.g. Outdoor education programme, Barista etc)

## 4. Care Experienced Young People

At West Calder High School, we strive to ensure that, within a culture of inclusion, wellbeing and equality, universal & targeted interventions lead to improved outcomes for every individual young person in our school. This includes young people who are Care Experienced - including those Looked After at Home, Away from Home, or those who are Previously Care Experienced.

### **Planned Outcomes:**

- Every individual Care Experienced young person (CEYP) will achieve and attain in line with the West Calder High School Guarantee.
- All staff provide appropriate, targeted support to ensure that every CEYP has the opportunity to maximise their attainments and achievements.

### **Actions/Interventions:**

- The Wellbeing Support team is enhanced to provide targeted, effective support to every individual Care Experienced young person which seeks to ensure they achieve and attain in line with the West Calder High School Guarantee.
- Increased curricular provision to increase attendance and engagement for targeted groups (Q1, Q2, FSM, CEYP) e.g. Hair and Beauty, Construction, Outdoor Education, Childcare, Barista
- Expansion of role and function of Aspire targeted resource to support improvements in attendance and engagement for targeted individuals, including CEYP.
- Development of a robust attendance, attainment and achievement tracking and monitoring process for targeted learners (including CEYP) in order to ensure we maximise every individual's opportunities for success.



## 5. Literacy & Numeracy

At West Calder High School, we strive to ensure that, within a culture of inclusion, every individual learner is supported and challenged, as part of the West Calder High School Guarantee, to achieve their personal best in both Literacy and Numeracy in order that they develop the skills, knowledge and understanding to access the learning opportunities of their choice as they enter the Senior Phase.

### **Planned Outcomes:**

- By June 2026, young people in Q1/FSM will have achieved ACEL L3 Literacy or better in line with WL Stretch aim
- By June 2026, young people in Q1/FSM will have achieved ACEL L3 Numeracy or better in line with WL Stretch aim

### **Actions/Interventions:**

- Targeted intervention groups to ensure that every individual young person achieves their personal best
- The Wellbeing Support team is enhanced to provide targeted, effective support to every individual young person which seeks to ensure they achieve and attain in line with the West Calder High School Guarantee.
- Allocation of targeted staffing resource which seeks to support progress in learning in order that all young people might secure L3 Literacy and Numeracy in line with WL Stretch Aims.
- Development of a robust attendance, attainment and achievement tracking and monitoring process for targeted learners (including CEYP) in order to ensure we maximise every individual's opportunities for success.