

PUSCPS ELC ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP 2025/2026

Our Vision at Pumpherston and Uphall Station Community Primary School ELC is to make our journey brighter together. We aim to provide a safe and happy environment, to create an environment that promotes learning through curiosity, creativity and play, to work closely with parents, providers and the wider community.



Our values are kindness, nurturing and respectful.

All schools should ELC that takes account of guidance related to the curriculum rationales commitment to Agile authentic fulfilment of the learning, within the to the 'Resources to (Curriculum for



consider a curriculum rationale for the most recent national and local current situation. Refreshed should reflect the local authority Learning approaches prioritising four capacities and contexts for Refreshed Narrative. See link below support the refreshed CfE Excellence) Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

PUSCPS - ELC Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC, QFDCCSA*, CNH&SCS, New Framework	Proposed actions	Timescale	Measures of Success



Courage Relationships Relevance Values

<p>Improvement in all children and young people's wellbeing:</p> <p>For pupils to be aware of their wellbeing, with timely effective interventions available.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>HGIOELC 3.1, 2.5 QFDCCSA 1.1</p>	<ul style="list-style-type: none"> Pupil Leadership groups to be created to help lead improvements on wellbeing within the ELC e.g. Wellbeing group, Eco Group etc. Children to be supported in interactions and nursery routines to be kind and gentle with others and towards themselves. This will be supported through the use of stories, books, songs about kindness, mirrors should also be introduced to help support self-identity and self-awareness. Stay and Play wellbeing Indicator session to be introduced. To promote inclusion within the ELC by using support strategies with identified learners e.g. Sensory Circuits, visuals, Tac Pac, Autism Bucket and access to a sensory space. New Setting the Table document to be implemented within practice, staff to undertake training by July 2025 	<p>November 2025</p> <p>Ongoing</p> <p>March 2026</p> <p>January 2026</p> <p>August 2025</p>	<p>SeeSaw observations</p> <p>Floorbooks</p> <p>Wall Displays</p> <p>ELC Trackers</p> <p>Staff training/Network sessions</p> <p>Pupil groups</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Learners will experience high quality progressive learning to support the development of listening and talking skills</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>HGIOELC 2.2, 2.3, 2.5, 2.6, 3.2 QFDCCSA 1.3, 1.4, 2.1</p>	<ul style="list-style-type: none"> Book Bug sessions to be implemented in both ELC sessions to support early literacy skills. Daily "Skills sessions" to support and develop literacy, numeracy and health and wellbeing skills. Literacy and Numeracy lead to continue to attend CLPL/network meetings. Practitioners to embed practice of the "golden thread" of children's voice being clear in all planning areas. Home learning activities/Thinglinks to be created relating to planning to encourage family learning. Teaching Children to Listen programme activities to be planned and implemented. 	<p>September 2025</p> <p>September 2025</p> <p>Ongoing</p> <p>October 2025</p> <p>October 2025</p> <p>October 2025</p>	<p>Audit Tools</p> <p>ELC Trackers</p> <p>SeeSaw</p> <p>CLPL Feedback</p> <p>Floorbooks</p> <p>Planning</p> <p>Observations</p> <p>Parental Feedback</p>



<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To raise attainment of identified children across all learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>HGIOELC 2.4, 3.1, 3.2 QFDCCSA 1.1, 2.1 CNH&SCS 1.27</p>	<ul style="list-style-type: none"> Establish a consistent approach in the tracking and monitoring of children with additional support needs allowing the correct interventions to take place at the right time. Excellence and Equity meetings to be established to focus on attainment and data and to review interventions. Community Cupboard with food and preloved clothing to be created outside the nursery gate. Monthly next step meetings to be added to the calendar ensure all staff are aware of what children's next steps are. 	<p>Ongoing</p> <p>October 2025</p> <p>February 2026</p> <p>August 2025</p>	<p>Staff meetings</p> <p>SeeSaw</p> <p>Floorbooks</p> <p>Observations</p> <p>Parental Feedback</p> <p>Planning</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To increase pupil voice, leadership and engagement.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out. Dispositions to learning. Community links Skills for life/ skills for work Developing aspirational families and children Working with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140.</p>	<p>HGIOELC 2.2, 2.3, 3.1, 3.3 QFDCCSA 1.3, 1.4 CNH&SCS 1.2</p>	<ul style="list-style-type: none"> Partnerships links to be created with the local community. Wood working sessions to be implemented within the ELC to help support creativity skills while working in a safe manner. Develop Family Learning sessions to have a skills-based focus. To develop the outdoor area, making clearly defined areas to increase outdoor learning. ELC to take part in Enterprise projects e.g. Christmas Fayre. To continue developing our garden area and provide opportunities for children to plant vegetables and fruit to harvest. 	<p>May 2026</p> <p>December 2025</p> <p>December 2025</p> <p>June 2026</p> <p>April 2026</p> <p>June 2026</p>	<p>Pupil voice groups</p> <p>Learner voice evident in planning and feedback</p> <p>Outdoor audit tools</p> <p>Best Practice Visits to other ELCs</p> <p>Funding/ Resources required to develop outdoor area.</p> <p>Floor book</p> <p>Finished Enterprise projects, craft stall.</p>



**Quality Framework for Daycare of Children, Childminding and School Aged Childcare*



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