

PUPIL EQUITY FUNDING PLAN

Abercromby Primary School
Session 2025-2026



SCHOOL: Abercromby Primary School

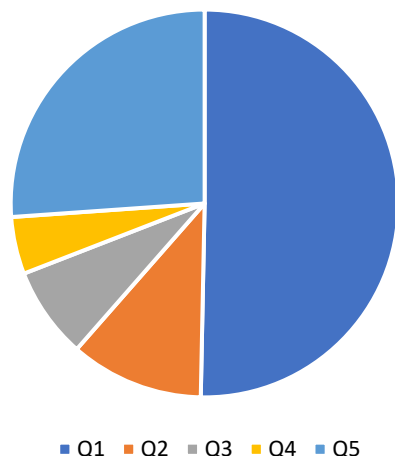
PEF ALLOCATION: £133,525 less £14,883 HR and Finance contribution costs

YEAR: 2025-2026

CONTEXTUAL ANALYSIS

For session 25/26, our current school role is projected to be 321 across 14 classes. Our Senior Leadership Team consists of one Headteacher, a Deputy Headteacher, three Principal Teachers and a Family Support Worker. Our school also benefits from a full time Nurture Teacher who supports learners across all classes and stages.

Scottish Index of Multiple Deprivation at Abercromby PS



Using our most recent SIMD data, 158 out of current 314 of our children and families are living in Deciles 1 and 2, known as Quintile 1 Q1, which equates to 50.3% and 82 out of 328 of our children and families are living in Deciles 9 and 10, known as Quintile 5 Q5, which equates to 26.1%.

It is the difference between these two quintiles that allows us to calculate the poverty related attainment gap but we can also take into account Free School Meal Entitlement, Staged Intervention and Care Experienced learners when looking at our school profile.

34.1% of our learners have Additional Support Needs and form part of our Staged Intervention processes.

30% of our learners receive Free School Meals of which 80% of these learners are living in Quintile 1.

We have a small number of children who have experienced care.

Whole School Attendance

In session 24/25, our overall attendance as at 6th June was 93.3%. This is an increase of 0.33 percentage points compared to last year with Clackmannanshire's attendance stretch aim of between 93% and 94% for all primary schools so we have met this stretch aim.

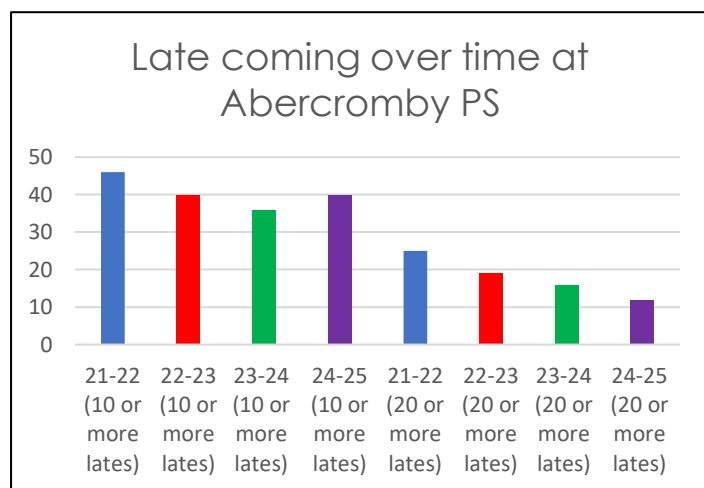
On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage:

	Average Attendance	Attendance below 90%
Q1	91.7%	71.6%
Q5	95.8%	10.4%
Attendance Gap	4.1pp	61.2pp

The attendance gap has closed by 0.9pp and the attendance under 90% gap has closed by 8.9pp compared to last year's data.

Attendance will continue to be a priority in session 25/26. We will continue to have more focused interventions especially for our Quintile 1 learners who attribute to 71.6% of the learners with an attendance under 90%. We will continue our robust tracking and using the Under 90s tracker to identify learners to provide targeted supports.

Late coming



Late coming continues to be persistent though whole school improvements are being made. On close analysis, there is a difference in late coming between families experiencing the most and least disadvantage, 85% of those late 10 or more times are children in Q1 and only 7.5% are Q5 children. There is a late coming gap of 77.5pp, this gap has closed by 8.6pp compared to last year's data.

This session as at 6th June, 40 children were late 10 or more times, 85% are Q1 children and 7.5% are Q5 children. There is a late coming gap of 77.5pp. We have closed the gap by 8.6pp compared to last year's data. Of these 40, 12 children were late 20 or more times, 83.3% living in Q1 and no one living in Q5.

Although on comparison from previous sessions, our late coming numbers have decreased across the school, we have not closed the late coming gap as much as we would have hoped. We intend to monitor late coming more robustly in session 25/26.

Narrowing the Attainment Gap

At Abercromby we have focused on reducing the impact of deprivation on educational outcomes and reducing the attainment gap. The table below indicates the percentage of children, living in Q1 compared to Q5 achieving combined Literacy and Numeracy outcomes at P1, P4 and P7.

Quintile	Literacy P1, P4, P7	Numeracy P1, P4, P7
Q1	60.9%	65.2%
Q5	82.5%	82.5%
Attainment Gap	21.6pp	17.3pp

All schools track attainment throughout the year and provide the necessary supports to ensure the learning provided meets the children's needs. After an in-depth analysis of our attainment at whole school level and a more focused analysis on the poverty related attainment gap, as can be seen by the data below, it is clear that there is a continued need to support our Q1 learners to ensure they can achieve their expected levels by receiving additional targeted supports.

Curricular Area	Stage	Poverty Related Attainment Gap 23/24	Poverty Related Attainment Gap 24/25	Difference in percentage points (yellow if closed by 3pp)
Reading	P4	30%	5.8%	24.2pp
Writing	P4	33.8%	19.3%	14.5pp
	P7	39.3%	33.3%	6pp
Numeracy	P7	43.8%	43.3%	0.5pp

From our observations and from feedback from our learners, the benefits of small group work are evident both in learner engagement and attainment. In order to make an improvement for our Q1 learners, this approach will be taken next session and will be supported by Pupil Equity Funded Learning Assistants and our Principal Teachers to raise attainment for targeted stages/learners in Literacy and Numeracy.

There is a persistent poverty-related gap in attainment across both literacy and numeracy in our school. The analysis of our attainment data (2024/2025) has allowed for us to determine the attainment gaps between Q1 and Q5. This allows us to identify targeted interventions to close the poverty-related attainment gap during session 25/26.

ACEL June '25	P1 (43)	P2 (48)	P3 (43)	P4 (51)	P5 (47)	P6 (40)	P7 (42)
Reading Q1	66.7%	81.0%	61.9%	72.0%	65.2%	79.2%	65.0%
Reading Q5	85.7%	83.3%	90.9%	77.8%	83.3%	85.7%	93.3%
Reading Attainment Gap	19.0%	2.3%	29.0%	5.8%	18.1%	6.5%	28.3%
Writing Q1	58.3%	57.1%	57.1%	64.0%	60.9%	83.3%	60.0%
Writing Q5	85.7%	83.3%	90.9%	83.3%	83.3%	85.7%	93.3%
Writing Attainment Gap	27.4%	26.2%	33.8%	19.3%	22.4%	2.4%	33.3%
T&L Q1	87.5%	95.2%	90.5%	92.0%	87.0%	95.8%	80.0%
T&L Q5	85.7%	100.0%	100.0%	88.9%	91.7%	100.0%	100.0%
T&L Attainment Gap	-1.8%	4.8%	9.5%	-3.1%	4.7%	4.2%	20.0%
Numeracy Q1	75.0%	85.7%	61.9%	68.0%	65.2%	87.5%	50.0%
Numeracy Q5	85.7%	83.3%	90.9%	72.2%	83.3%	71.4%	93.3%
Numeracy Attainment Gap	10.7%	-2.4%	29.0%	4.2%	18.1%	-16.1%	43.3%
Combined Literacy Q1	58.3%	57.1%	57.1%	64.0%	56.5%	79.2%	60.0%
Combined Literacy Q5	71.4%	83.3%	90.9%	77.8%	75.0%	85.7%	93.3%
Combined Literacy Gap	13.1%	26.2%	33.8%	13.8%	18.5%	6.5%	33.3%

Looking at this data for the whole school, it is clear that this session we need to target First Level Writing and our P4 reading and numeracy (based on the June '25 data) Quintile 1 learners to ensure we make positive attempts to close the poverty-related attainment gap and we will do this through small group interventions, individual supports and tracking the learners progress across the year through our attainment meetings and analysis the data.



RATIONALE

We will be using our Pupil Equity Fund to improve the attendance and late coming of a targeted group of learners and also continue to work on closing the poverty-related attainment gap specifically for targeted groups of learners across Literacy and Numeracy in specific stages across the school.

This will be supported by Pupil Equity Funded Learning Assistants to support targeted groups with their learning across the school as well as a Family Support Worker who will support our families to engage in school and improve attendance and late coming.

There is also a commitment to targeted resources to enhance the learning and teaching opportunities for our Quintile 1 learners as well as enhancing their out of school experiences through school trips and residential experiences.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p>Attendance We have identified a persistent attendance gap between our Q1 (71.6%) and Q5 (10.4%) learners with an attendance of below 90%.</p> <p>The figure for 2024-2025 indicates a gap of 61.2 percentage points.</p>	To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 58 percentage points by June 2026.	Seemis attendance data will show a reduction in the attendance gap between our Q1 and Q5 learners with an attendance of below 90%.	<p>SLT/FSW to determine targeted group following analysis of 24/25 attendance data</p> <p>DHT/FSW will review data monthly to track under 90%, identify, coordinate and evaluate targeted support for Q1 learners</p> <p>SLT/FSW/Admin- Know Your Number data shared with families every term</p> <p>PT Parental Engagement/FSW will provide family learning opportunities to support a positive relationship with identified families.</p> <p>School Staff will ensure all children (including latecomers) receive a warm welcome and feel school is a safe and inclusive environment.</p> <p>Learners will engage in learning about the UNCRC to highlight the importance of attending school and their rights (Article 28).</p> <p>Learners will use Emotion Works to share how they are feeling.</p> <p>FSW will meet with learners who are absent for 5 consecutive days or more for a "Back to School" check in.</p>	<p>Family Support Worker £45,157.80</p> <p>Resources to support work with families £150</p> <p>Emotion Works £650</p>	<p>Short Term</p> <ul style="list-style-type: none"> Target learners identified following initial monthly review and data from 24/25. By October 2025, attendance data will be collected for Term 1. <p>Medium Term</p> <ul style="list-style-type: none"> By December 2025, there will be an increase of attendance by at least 1pp for the targeted group. By February 2026, there will be an increase of attendance by at least 2pp for the targeted group. <p>Long Term</p> <ul style="list-style-type: none"> To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 58 percentage points by June 2026.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p><u>Late coming</u></p> <p>We have identified a persistent late coming gap between our Q1 (85%) and Q5 (7.5%) learners who have been late 10 or more times.</p> <p>The figure for 2024-25 indicates a gap of 77.5 percentage points.</p>	<p>To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 72 percentage points by June 2026.</p>	<p>Seemis data to show a reduction in late coming between our Q1 and Q5 learners who have been late 10 or more times, to 72 percentage points.</p>	<p>SLT/FSW whole school initiative on late coming to raise awareness of impact on learning at the beginning of the year.</p> <p>SLT/FSW to determine targeted group following analysis of 24/25 late coming data.</p> <p>DHT/FSW will review late coming data monthly, to track and evaluate targeted support.</p> <p>Orange Walking Bus will provide a safe route to escort catchment children to school. This will be led by FSW/Learning Assistants</p> <p>A structured 'soft start' will be a consistent approach across the school to allow children to 'ease' into the school day.</p>	<p>Family Support Worker (as above)</p>	<p>Short Term Target learners identified following initial monthly review and data from 24/25.</p> <p>By October 2025, late coming data will be collected for Term 1.</p> <p>Medium Term By December 2025, Seemis data will show a decrease of late-coming over an 8-week period for our targeted learners.</p> <p>Long Term To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 72 percentage points by June 2026.</p>

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<p><u>Poverty- Related Attainment Gap</u></p> <p>We have identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in literacy and numeracy.</p> <p>Where the gap is over 25%, targeted interventions will be focused on Q1 learners in:</p> <p>Reading P4</p> <p>Writing P2, P3, P4</p> <p>Numeracy P4</p>	<p>To close the attainment gap in the specified areas by 3pp points by June 2026.</p>	<p>Attainment data will show a decrease in the attainment gap at each specified stage and curricular areas by 3pp between our Q1 and Q5 learners.</p>	<p>SLT analysis of attainment data to identify target groups to receive targeted supports</p> <p>SLT will review data, identify, coordinate and evaluate targeted support for Q1 learners</p> <p>Small group interventions including Numeracy Building Blocks, Tackling Tables, Sumdog, Write On, National Improving Writing programme, EIW focus on phonics, ORB reading for targeted learners</p> <p>Teaching staff and SLT to participate in Attainment meetings 3 times a year to track attainment, identify supports and ensure Q1 targeted learners are supported.</p> <p>Teaching Staff to participate in Moderation and Achievement of a Level professional dialogue throughout the year to ensure TPJs are accurate.</p> <p>All Q1 learners will be supported financially to attend their school trip/P7 residential.</p>	<p>PEF 3 x Learning Assistants £61,688.59</p> <p>Sumdog £1130</p> <p>Tackling Tables £275</p> <p>Nessy £665</p> <p>Oxford Reading £900</p> <p>£4000</p>	<p>Short Term By September 2025, support groups will be established and a baseline assessment completed for each focus group.</p> <p>Medium Term By December 2025, assessment data will show progress of learning for 70% of our targeted learners.</p> <p>Long Term By June 2026, Progress and TPJ Attainment data will show a decrease in the attainment gap at each specified stage and curricular area by 3pp between our Q1 and Q5 learners.</p>