

PUPIL EQUITY FUNDING PLAN

Abercromby Primary School
Session 2026-2027



SCHOOL: Abercromby Primary School

PEF ALLOCATION: £133,525 less £15,000 HR and Finance contribution costs

YEAR: 2026-2027

CONTEXTUAL ANALYSIS

For session 26/27, our current school role is projected to be 335 across 13 classes. Our Senior Leadership Team consists of one Headteacher, a Depute Headteacher, three Principal Teachers and a Family Support Worker. Our school also benefits from a full time Nurture Teacher who supports learners from almost all classes and stages.

Scottish Index of Multiple Deprivation
at Abercromby PS



Using our most recent SIMD data, 160 out of our current 325 children are living in Deciles 1 and 2, known as Quintile 1 Q1, which equates to 49.2% of our school and 82 out of 325 are living in Deciles 9 and 10, known as Quintile 5 Q5, which equates to 25.2% of our school. Our Q1 families living in the most poverty is almost double our families living in least poverty.

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.

32.6% of our learners have Additional Support Needs and form part of our Staged Intervention processes.

32.6% of our learners receive Free School Meals of which 75% of these learners are living in Quintile 1.

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

Whole School Attendance

In session 25/26, our overall attendance as at 5th June was 93.7%. This is an increase of 0.4 percentage points compared to last year with Clackmannanshire's attendance stretch aim of 92.6% for all primary schools so we have met and exceeded 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	92.6%	71.2%
Q5	96.4%	5.1%
Attendance Gap	3.8pp	66.1pp

The attendance gap has closed by 0.3pp however the attendance under 90% gap has not closed compared to last year's data.

Attendance will continue to be a priority in session 26/27. We will continue to have more focused interventions especially for our Quintile 1 learners who attribute to 71.2% 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 to close the poverty related attendance gap.

Late coming

In session 25/26, as of 5th June, we have 51 children (over 39 families) who were late 10 or more times, of which 27 children (over 19 families) were late 20 or more times. This is an area we will continue to address in the new session as there is still room for more improvement especially the number of children coming to school late 20 or more times and it highlights that 23% of learners with a Placing Request into Abercromby are impacting on our results.

On close analysis, there is also a difference in late coming between families experiencing the most and least disadvantage, 72.5% of those late 10 or more times are children in Q1 and only 5.9% for Q5 children. There is a late coming gap of 66.6pp, this gap has closed by 10.9pp compared to last year's data.

The data above for attendance and late coming highlights the need to continue increasing partnership working with our families, particularly those who are Placing Requests into Abercromby and our Q1 families through our whole school approaches and targeted interventions in session 26/27 to continue to improve both late coming and attendance in line with our own improvement priorities and the Clackmannanshire attendance stretch aim.

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. In comparison to last year's data, attainment in both literacy and numeracy has increased for Q1 and Q5 learners and the attainment gap has reduced too.

Quintile	Literacy P1, P4, P7	Numeracy P1, P4, P7
Q1	70.1%	79.1%
Q5	90.6%	93.8%
Attainment Gap	20.5pp	14.6pp

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.

CfE June '26	P1 (46)	P2 (41)	P3 (49)	P4 (43)	P5 (52)	P6 (48)	P7 (43)
Reading Attainment Gap	1.4%	20.5%	18.2%	36.8%	13.3%	30.4%	8.8%
Writing Attainment Gap	11.9%	42.2%	18.2%	42.1%	21.0%	19.8%	23.1%
Numeracy Attainment Gap	2.8%	30.4%	8.2%	36.8%	-0.4%	22.7%	11.5%
Combined Literacy Gap	11.9%	42.2%	22.7%	42.1%	15.1%	24.5%	8.8%

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. The analysis of our attainment data (2025/2026) 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 next session for P3 and P5.



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
Attendance We have identified a persistent attendance gap between our Q1 (71.2%) and Q5 (5.1%) learners with an attendance of below 90%. The figure for 2025-2026 indicates a gap of 66.6 percentage points. NB Clacks Stretch Aim for Primary Schools is 94.8% Q1 94.5% Q5 97.1% Gap 2.6pp	To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 62 percentage points by June 2027.	Seemis attendance data will show a reduction in the attendance gap between our Q1 and Q5 learners with an attendance of below 90%.	Universal- Cost of the School Day: Reduce hidden stigmas that cause low-income learners to miss school, ensure anonymity around free school meals, provide school uniforms, and subsidise school trips for Q1 families Soft Starts: Encourage use of breakfast club, welcoming arrivals and engage in settling in activities in the classroom to remove morning anxiety Communications to families: focus on care, checking in and offering help Know Your Number data shared with families every term Learners will engage in learning about the UNCRC to highlight the importance of attending school and their rights (Article 28). Learners will use Emotion Works to share how they are feeling about attendance. Targeted- SLT/FSW to analyse 25/26 attendance data- early intervention for targeted pupils with attendance under 85% and meeting with DHT and FSW in the first 2 weeks of term 1	Family Support Worker £47,137	Short Term - Target learners identified following initial monthly review and data from 25/26 - By October 2026, attendance data will be collected for Term 1. Medium Term - By December 2026, there will be an increase of attendance by at least 1pp for the targeted group. - By February 2027, there will be an increase of attendance by at least 2pp for the targeted group. Long Term - To improve the attendance rate to reduce this attendance gap between our Q1 and Q5 learners with an attendance of below 90% to 62 percentage points by June 2027.



			DHT/FSW will review data monthly to track under 90%, identify, coordinate and evaluate targeted support for Q1 learners PT Parental Engagement/FSW will provide family learning opportunities to support a positive relationship with identified families FSW will meet with learners who are absent for 5 consecutive days or more for a "Back to School" check in Enhanced- DHT/FSW to arrange GIRFEC Team Around the Child (TAC) Meetings when attendance falls below expected levels Complete SARs where necessary Create phased return plan for learners to ensure positive return to school		
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IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<u>Late coming</u> We have identified a persistent late coming gap between our Q1 (72.5%) and Q5 (5.9%) learners who have been late 10 or more times. The figure for 2025-26 indicates a gap of 66.6 percentage points.	To improve late coming by reducing the gap between our Q1 and Q5 learners who have been late 10 or more times, to 63 percentage points by June 2027.	Seemis data to show a reduction in late coming between our Q1 and Q5 learners who have been late 10 or more times, to 63 percentage points.	Universal- SLT/FSW whole school initiative on late coming to raise awareness of impact on learning at the beginning of the year Encourage use of breakfast club, welcoming arrivals and engage in settling in activities in the classroom to remove morning anxiety Targeted- SLT/FSW to analyse 25/26 late coming data- early intervention for targeted pupils with persistent lates and meeting with DHT and FSW in the first 2 weeks of term 1 Engage in awareness raising discussions with targeted families including those who are Placing Requests into Abercromby Morning Dojo messages sent to targeted families at 8.15am daily Walking Bus will provide a safe route to escort catchment children to school. This will be led by FSW/Learning Assistants DHT/FSW will review late coming data monthly, to track and evaluate targeted support.	Family Support Worker (as above)	Short Term Target learners identified following initial monthly review and data from 25/26. By October 2026, late coming data will be collected for Term 1. Medium Term By December 2026, Seemis data will show a decrease of late-coming over an 8-week period for our targeted learners. 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 63 percentage points by June 2027.

IDENTIFIED GAP/BARRIER	OUTCOME FOR LEARNERS	IMPACT MEASURE	INTERVENTION	COST	PROGRESS INDICATORS
<u>Poverty- Related Attainment Gap</u> We have identified a poverty related attainment gap between Quintile 1 and Quintile 5 learners in literacy and numeracy. Where the gap is over 25%, targeted interventions will be focused on Q1 learners in: Primary 3 • Writing • Numeracy Primary 5 • Reading • Writing • Numeracy Primary 6 • Reading	To close the attainment gap in the specified areas by 3pp points by June 2027.	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.	SLT analysis of attainment data 25/26 to identify target groups to receive targeted supports SLT will review data, identify, coordinate and evaluate targeted support for Q1 learners Small group interventions including Numeracy Building Blocks, Tackling Tables, Sumdog, Write On, NIWP, EIW focus on phonics, ORB reading for targeted learners 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 Teaching Staff to participate in Moderation and Achievement of a Level professional dialogue throughout the year to ensure TPJs are accurate. All Q1 learners will be supported financially to attend their school trip/P7 residential. Participatory Budgeting activity	PEF 3 x Learning Assistants £64,055 PT support with L&T Sumdog £11292 Tackling Tables £275 White Rose Maths £270 Nessy £665 Oxford Reading £9322 £1850 £1000	Short Term By September 2026, support groups will be established Medium Term By December 2026, assessment data will show progress of learning for 70% of our targeted learners. Long Term By June 2027, Didbook 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.

A separate PEF spend plan accompanies this PEF plan