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Pupil Equity Fund: Planning 2026-2027
School: **St Serf's PS** PEF Allocation: £45,360 - Contribution to HR and Finance = £5,169.55 Contribution to Speech and Language Service - £950, Allocation to CSSS £2,410 PEF Available - £36,830.45 Year: 2026 - 2027
Contextual Analysis
Our projected school roll for 2026/27 is 150 children. Analysis into the socio-economic context of our catchment area reveals a significant and systemic poverty footprint: • A significant majority of our pupil population—60.7% (91 children)—reside in (SIMD) Quintile 1. • Conversely, only 12.7% (19 children) belong to Quintile 5. This highlights a sharp equity gap across our community. • Rather than being isolated within specific classes/year groups, our Quintile 1 learners are evenly distributed across the school profile, averaging 59.5% of the population in every single classroom. Core Attainment Gap Overview (current N5 to P6, *P1-P7 as of August 2026)* When aggregating current achievement data from our current N5 nursery cohort through to Primary 6 (Primary 1 - Primary 7 in Aug 2026), a persistent poverty-related attainment gap is visible across both core curricular areas:

- Combined Literacy: Average Q1 attainment sits at 68.5%, compared to 78% for Q5, representing a -9.5% attainment gap.
- Numeracy: Average Q1 attainment is 77.4%, compared to 83.6% for Q5, representing a -6.2% attainment gap.

Targeted Curricular Friction Points

A stage-by-stage analysis reveals critical drops in performance where the poverty-related attainment gap widens drastically:

- Nursery – P1 (N5 Literacy, P1 in Aug 26): N5 Literacy attainment data is low, where the gap stands at -36.4% (only 63.6% of Q1 children are predicted to achieve, compared to 100% of Q5).
- Primary 4 (P5 in Aug 2026): Primary 4 is an area where there is a significant attainment gap. At this stage, the literacy gap widens to -42.9% (Q1 attainment drops to 57.1%) and the numeracy gap plummets to -35.7% (Q1 attainment drops to 64.3%).

RATIONALE

Given that over 60% of our learners are impacted by socio-economic factors, universal classroom teaching must be supplemented by targeted, data-driven interventions. To close these identified gaps and raise attainment, we will be targeting our Pupil Equity Funding across three interconnected interventions.

Intervention 1: Funding a Targeted Learning Assistant

Small-group and 1:1 interventions in Literacy and Numeracy. This support will prioritise P1 and P5 however, as more than half of all classes are Q1 learners, this support will be deployed wherever greatest impact can be had.

- Our data demonstrates that the standard curriculum structure is hitting significant friction points at the N5- P1 and Primary 4. A PEF-funded Learning Assistant will be utilised to deliver high-impact, targeted interventions in both literacy and numeracy.
- This support will focus on a variety of age, stage and ability factors including speech, language, and phonics readiness to combat the -36.4% literacy gap in the early years. In P4/P5, this support will facilitate support groups in reading, writing, numeracy to directly challenge the steep -42.9% and -35.7% gaps identified in that cohort.

Intervention 2: Investment in High-Quality Curricular Resources

Investing in resources to support the overall improvements in both Literacy and Numeracy. This intervention will support both targeted groups of learners receiving direct input and the universal school picture reflecting the wider school Quintile 1 context.

- As Quintile 1 learners make up nearly 60% of every classroom across the entire school, the aim is to equip staff with impactful, targeted intervention resources that can be seamlessly embedded into daily practice.

- This funding will purchase physical resources, digital diagnostic tracking tools, and further enhance practitioner knowledge through professional learning. These resources will be used by both the classroom teachers and Learning Assistants to ensure that differentiated, equity-focused support is uniform across all stages.

Intervention 3: Investment in Wider Opportunities and Experiences

Following from input in session 2025/26, further work is needed to support attendance and engagement across the school and in particular Quintile 1 learners. This intervention will enable experiential learning to boost attendance, engagement, and offer learning in a different context.

- Raising attainment cannot be achieved through classroom interventions alone; we must also address the poverty of opportunity and low school engagement, which directly correlate with poor attendance and low attainment among our Q1 demographic.

- PEF will be used to subsidise high-quality educational excursions. These learning visits will remove the financial barrier for our 91 Quintile 1 learners, providing them with rich experiential learning. By tying these excursions directly to the curriculum, we aim to make learning tangible, boost school attendance by fostering a sense of belonging, and spark the intrinsic motivation necessary to close the attainment gap.

- PEF funding will be used to launch and sustain targeted, high-impact Family Engagement Sessions using our recently re-purposed and re-designed "Family Room".

Identified gap/ barrier	Outcome for learners	Impact measure	Intervention	Cost	Progress Indicators
Intervention 1: Funding a Targeted Learning Assistant Attainment gap between Q1 and Q5 learners in both combined Literacy and Numeracy	Narrowing the attainment gap by improving Q1 attainment in combined literacy by 8%. Narrowing the attainment gap by improving Q1 attainment in numeracy by 5%.	Class teachers' professional judgements will reflect an increase in the number of children predicted to achieve combined literacy and number from Q1 backgrounds. Through Quality assurance procedures, learners will share an increased sense of purpose and accountability of their learning.	Learning Assistants and Class Teachers will provide bespoke, targeted support to identified learners. Analysis of attainment data to identify target groups to receive targeted support. Standardised assessments across all stages x2 per year in Literacy and x2 per year in Numeracy to highlight gaps in learning and identify interventions required to improve universal attainment.	LA cost to PEF - £9,890.00	**Short Term** By November 2026, learners for targeted interventions will have been identified and interventions will be in place. Discussions through Quality Assurance procedures will indicate progress on impact. **Medium Term** By March 2026, most identified learners are will be making progress as identified through Quality Assurance procedures. **Long Term** By June 2027, Q1 attainment in combined literacy will have increased by 8% and Q1 attainment in numeracy by 5%.

<u>Intervention 2: Investment in High-Quality Curricular Resources</u>					
Attainment gap between Q1 and Q5 learners in both combined Literacy and Numeracy Q1 learners representing, on average, 59.5% of every classroom thus requiring universal, whole-school supports alongside targeted interventions.	Narrowing the attainment gap by improving Q1 attainment in combined literacy by 8%. Narrowing the attainment gap by improving Q1 attainment in numeracy by 5%. Providing a consistent, whole school approach to learning and teaching led supported by high impact resources to improve outcomes for all learners and those through targeted interventions.	Class teachers' professional judgements will reflect an increase in the number of children predicted to achieve combined literacy and number from Q1. Through Quality assurance procedures, learners will share an increased sense of purpose and accountability of their learning. Quality Assurance procedures will focus on the effective and impactful use of updated professional learning and resources for positive impact on learners' attainment and outcomes.	**Active Literacy** - Investment in Staff professional learning to support effective, consistent and impact delivery of model. - Investment in the purchasing of Active Literacy teaching materials and resource to support learning and teaching **Screener licences** to support learners who may have signs of Dyscalculia/Dyslexia **Big Maths** Multi-year subscription to Big Maths Online already purchased. Investment in teaching materials and resources to support learning and teaching	**Active literacy** -Staff CLPL = £1500 -Resource order = ~£4000 Literacy resources outside Active Literacy =~£1500 **Screener licences** = £200 **Big Maths** -Resource order = ~£1000	**Short Term** By September 2026, all agreed resources will be ordered. Baseline assessments gathered from learners and staff. **Medium Term** By December 2026, almost all resources delivered and in place to support learning and teaching. Those outstanding to be chased and accounted for. Impact of resource input to be considered and assessed through Attainment meetings. **Long Term** By June 2027, Q1 attainment in combined literacy will have increased by 8% and Q1 attainment in numeracy by 5%.

			Numeracy resource packs TeeJay Maths packs to support early level numeracy **Standardised assessments** All stages x2 per year in Literacy and x2 per year in Numeracy to highlight gaps in learning and identify interventions required to improve universal attainment. Follow up programme to target area for development **Small group interventions** Programmes to support small group interventions as identified through intervention 1.	**TeeJay Maths Packs** Resource order = £480 **Standardised assessments** PUMA & PIRA assessment credits = £1350 SHINE interventions to target areas for development = £720 **Small group interventions** Nessy Programme = ~£1100 Literacy and Numeracy resources to support small groups =~£1000	

			Support for Learning resources Resources purchased to support ongoing assessments and input of learners requiring SfL *(TOMAL, BPVS3, YARC, STILE, BOXALL)* **Early Level** Investment in specific Early level resources to support literacy and numeracy learning through play	**Support for Learning resources** Resource order = ~£2000 **Early Level resources** Resource order = ~£1200	

<u>Intervention 3: Investment in Wider Opportunities and Experiences</u> Lower attendance rates amongst Q1 learners and in particular, targeted groups of learners. Attainment gap between Q1 and Q5 learners in both combined Literacy and Numeracy. Lower rates of engagement in learning in traditional classroom settings amongst some targeted learners.	Improved attendance of Q1 learners and whole school demographic. Increased engagement with school from both learners and families. Narrowing the attainment gap by improving Q1 attainment in combined literacy by 8%. Narrowing the attainment gap by improving Q1 attainment in numeracy by 5%.	Class teachers' professional judgements will reflect an increase in the number of children predicted to achieve combined literacy and number from Q1. All learners will experience at least 1 educational excursion to further enhance learning and teaching and engagement in school. Increase in family engagement with school. This will be measured through family surveys, and tracking of attendance at school events across the academic session.	**Educational Excursions** Subsidising cost of educational Excursions for 26/27 academic session. **Family engagement** Launch and sustain targeted, high-impact Family Engagement Sessions including the purchase of resources and raw materials to support the delivery of a number of sessions across the school term	**Educational Excursions** £600 subsidy per class towards cost of excursion. x7 classes + x1 nurture group + x1 P7 Residential = £5400 **Family engagement** = ~£2000	**Short Term** By September 2026, resources order to support Family Engagement session and an agreed calendar of events shared with parents on a termly basis. Baseline assessment gathered By October 2026, all classes have booked an educational excursion directly linked to and enhancing learning and teaching. **Medium Term** By December 2026, some excursions may have taken place and some family engagement sessions. **Long Term** By June 2027, all learners have taken part in at least 1 educational excursion. Family engagement sessions have improved

					whole school family engagement. Improved attendance of Q1 learners and whole school demographic.