

Cross Arthurlie Primary School

Pupil Equity Fund Plan 2026-2027



"A caring community of learners"



Evidence informed:

Plans are based on data and a clear understanding of the context of communities they will be implemented.

This data should include: local & national data and reference to research including SAC Theory of Change and Logic Model.

- **Attainment (target for 2027- 12%)**

- 2021-2022 - 20 % of learners for SIMD 1 & 2 (12 children) were not achieving national expectations within ERC attainment levels (included 6 child at P2)
- 2022-2023 – 15% of learners for SIMD 1&2 (9 children) were not achieving national expectations within ERC attainment levels (4 P3 of previous 6 P2children now in line with expectations; however attainment in P1 poorer this year)
- 2023-2024- 7% of learners in SIMD 1&2 (4 children) were not achieving national expectations within ERC attainment levels (1 in P2, 2 in P4 and 1 in P5)
- 2024-2025 – 8% of learners in SIMD 1&2 (6 children) were not achieving national expectations within ERC attainment levels (4 in P5; 1 in P6 & 1 in P7)
- 2025-2026- 13% of learners in SIMD 1&2 (7 children) were not achieving expected levels within ERC attainment levels.(1x P1 writing; 2 x P6, one of which was maths only; 5xP7, three who were maths only)

- **Attendance (target for 2026 – 93%)**

- 2021-2022 children in SIMD 1 & 2 was 89%
- 2022-2023 children in SIMD 1 & 2 increased to 91%
- 2023-2024 children in SIMD 1 & 2 increased to 92%
- 2024-2025 children in SIMD 1 & 2 maintained at 92%
- 2025-2026- data unavailable

- **Late-coming data (target for 2026- 1%)**

- 2021-2022 : overall children are late 4% with that increasing to 9.7% in SIMD 1 &2.
- 2022-2023: overall children are late 1% with that increasing to 3% in SIMD 1&2.
- 2023-2024 : unfortunately data isn't currently available
- 2024-2025: overall children are late 0.8% with that increasing to 1.3% in SIMD 1&2
- 2025-2026- data unavailable

- **Violence to staff incidents** although not at 2021 levels there has been an increase in violence to staff incidents this year



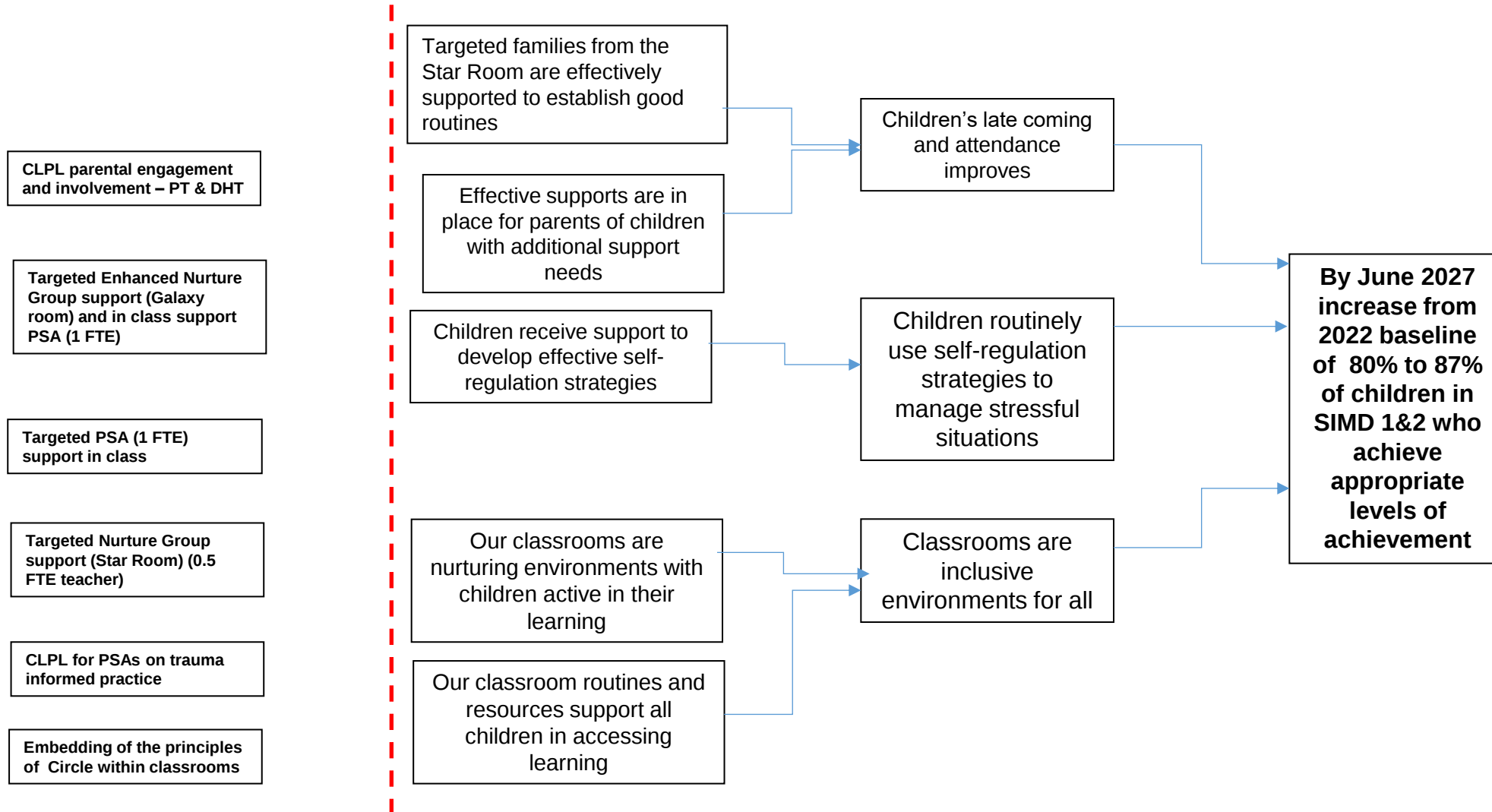
Collaborative:

Actively engage children, young people, families, communities, staff and partners in planning process.

- Using Participatory Budgeting to identify areas for targeted support- parents identified the importance of nurture and the positive impact that PSAs have in overall pupil engagement and connectedness with school and learning
- Given the increase in incident of violence to staff resulting from children who find it difficult to self regulate we are committed to providing bespoke support through the effective deployment of PSAs and the provision of both the Galaxy Room and Star Room.
- To provide small group targeted support with for identified children (emotional and mental well-being)
- To continue to provide in-class, bespoke supports for children with identified needs

Actions/ Enquiries/ CLPL/

Children and their families are supported to access learning which results in improved attendance and attainment



PEF Priority	Resources	Term 1 August 2025-December 2025	Resources	Term 2 January 2026-March 2026	Resources	Term 3 April 2026-June 2026
Self-regulation strategies	0.5 FTE teacher, Lorna Sherman (£39K) 1 FTE PSA (£12.5k)	- Nurture Group (Star room) support for identified children - Bucket Time implementation - Emotional regulation groups - Additional PSAs to support identified children who find self-regulation challenging	0.5 FTE teacher, Lorna Sherman (£39K) 1 FTE PSA (£12.5k)	- Nurture Group (Star room) support for identified children - Bucket Time implementation - Emotional regulation groups - Additional PSAs to support identified children who find self-regulation challenging	0.5 FTE teacher, Lorna Sherman (£39K) 1 FTE PSA (£12.5k)	- Nurture Group (Star room) support for identified children - Bucket Time implementation - Emotional regulation groups - Additional PSAs to support identified children who find self-regulation challenging
	Measures	- Boxhall profiles - Well-being plans as baseline		Class visit – collaborative visit and ERC moderation of learning and teaching		- Boxhall profiles - Children and parent views on well-being plans
Inclusive environments	1 FTE PSA (£12.5k)	Enhanced nurture provision (Galaxy room)	1 FTE PSA (£12.5k)	Review well-being plans and skills, supports and strategies ensuring children, parents and staff are providing consistent, appropriate supports for each child in room	1 FTE PSA (£12.5k)	Peer review galaxy room
	Measures	- Baseline of self-evaluation of classroom environment- classroom plans and SMT class visit - Baseline of well-being tracker		Children’s views on Galaxy room and their ability to stay on task whilst in the Galaxy Room and in their own class		- Peer class visit- classroom environment which supports transitions and learning and teaching - Well-being tracker