

Balmerino Primary School	
Pupil Equity Fund allocation for session 2024/25	£ 6125
School Context	
<p>Our School serves the village of Gauldry and the hamlets of Rathilet and Balmerino as well as a wide surrounding rural area. A few pupils (6%) attend from other areas of the Taybridgehead at their parents' request. Our roll has increased due to the completion of a new housing 11% of the roll live in SIMD decile 7 75% of the roll live in SIMD decile 8</p> <p>The remaining pupils live in new building housing which has not yet been assigned a SIMD decile.</p> <p>The average SIMD decile is 7.9</p> <p>However we recognise the diverse socio-economic circumstances of our rural communities.</p> <p>In June 2024, there are 65 pupils across Nursery – P7:</p> <p>15% speak more than one language at home.</p> <p>18% have a known or suspected ASN.</p> <p>In August 2023, 10% of the P1-7 roll had a known poverty factor and 12% had an attendance concern.</p> <p>These figures will be recalculated in August 2024 to reflect the new P1-7 school roll and the finished plan to be published in September will be updated.</p>	
Cost of the School Day	
<p>We recognise the need to reduce the Cost of the School Day for all our pupils and particularly for our pupils who are already experiencing poverty. We encourage recycling of school uniform and purchase from a range of suppliers to ensure best value. We cap all non-residential school trips at a maximum requested contribution of £5 and make it clear that no child will miss out if parents can't contribute. We give good notice of our residential trip and offer payment plans and grants. We encourage all Nursery-P5 pupils to take up the universal offer of free meals and we share information about free school meal registration as well as other information on cost of living support. We do not charge for any school clubs and we provide all school equipment at no charge. We reach out to parents and lend devices to ensure all pupils have access to suitable technology to support home learning. There is scope for us to increase the amount of fundraising done online so that attention is not drawn to who can and can't contribute. In the recent Parentwise survey, most parents responding gave a positive response to a question about the cost of the school day and none gave a negative response.</p>	
Stakeholder engagement	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
We have discussed the use of PEF money to fund PSA at Parent Council. All of our families value additional adults and support in school.	No

Rationale	Amount of Fund allocated (if appropriate) £ 6125		
<p>We have established a target group of 19 learners who will be in P1-7 next year. This group includes all pupils who are not currently on track with their learning in one or more of writing, reading or numeracy. It also includes all learners currently on track but at risk of slipping off track. The whole group has the following profile:</p> <p>EAL – 31% (higher than the percentage of the whole school cohort) Poverty Factor – 26% (higher than the percentage of the whole school cohort) Specific Difficulty – 53% (significantly higher than the percentage of the whole school cohort) Attendance concern – 16% (lower than the most recent percentage of the whole school cohort but I expect that to fall when recalculated in August) As the number of pupils in the target group in each cohort is small, this plan is done at a whole school level to avoid identifying pupils.</p>			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p><u>Numeracy</u> The target group for Numeracy comprises 16 children. All will receive a numeracy intervention from the suite. The aim is that by June 2025, 80% of the group will be on track (baseline: 38%)</p> <p><u>Reading</u> The target group for Reading comprises 16 children. All will receive a numeracy intervention from the suite. The aim is that by June 2025, 80% of the group will be on track (baseline: 50%)</p> <p><u>Writing</u> The target group for Writing comprises 17 children. All will receive a numeracy intervention from the suite. The aim is that by June 2025, 85% of the group will be on track (baseline: 53%)</p>	<p>All of these pupils will be given support from the suite of interventions of which we make regular use: Project X and Barrington Stoke (developing reading fluency), Assistive Technologies (Writing), Additional use of universal ICT packages (Spelling Frame for Spelling and Sumdog for Numeracy) and a targeted package (Nessy for Reading), Targeted Numeracy practice/overlearning opportunities, Targeted Literacy practice/overlearning opportunities, Numeracy coaching manuals (Plus 1 and power of 2), Highland Literacy Intervention (Phonological awareness), Colourful Semantics (sentence building), Alpha to Omega Spelling approach, Calculator work and enhanced understanding of dyscalculia.</p> <p>Our ability to deliver these interventions to the target group is significantly improved by the additional PSA hours which we fund using PEF.</p> <p>Planning is done at a group/individual level within our tracking spreadsheets, teachers planning and in consultation between HT, SfL Teacher, CT and PSAs. The responsibility to ensure the interventions are delivered lies with the CT. The responsibility to ensure the right resources are in place to support deliver (including PEF PSA hours) lies with HT.</p>	<p>The ultimate measure of success will be CfE declarations in June 2025 – is the child on track to meet the national expectation of achieving Early Level by end of P1, First by end of P4 and Second by end of P7? We refer to Fife’s CfE Progression Pathway to measure if pupils in all year groups are on track and we make use of a range of formative assessments as well as summative/diagnostic assessments and tools to support teacher judgement: SNSA, BASE, Schonnell and Sumdog, SpellingFrame, Nessy. Where we need more information about a pupil in the target group we also use CSAT, Contextualised Assessment, Literacy Assessment, Dyslexia and Dyscalculia checklists, Highland maths and other baseline assessments to establish a clearer picture of them as a learner.</p>	

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2023-2024 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress						

<p>Clear progress been made with planned strategic actions</p>	
<p>Clear impact shown for children and young people</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
<p>Limited number of next steps identified</p>	
<p>Attainment Overview Completed</p>	
<p>Evaluative Statement about Attainment</p>	
<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people</p> <p>Personalised for schools and significant events/achievements shared</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	

PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2024-2025

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> Do they cover school, ELC and ASC? 	
Are relevant QI's identified for priority identified? (including Early years if relevant)	
Expected impact <ul style="list-style-type: none"> Is this focused on children and young people 	

<ul style="list-style-type: none"> • Is this written evaluatively • Is this linked to data 	
Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by -

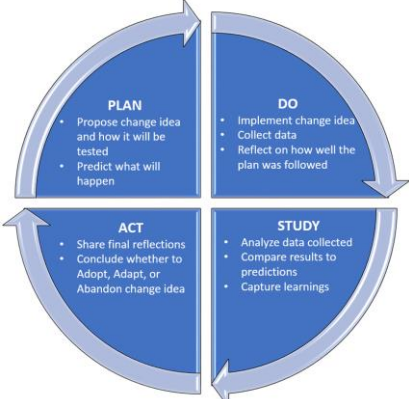

Date feedback given

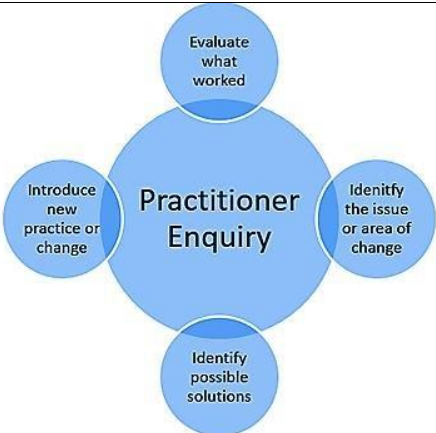
Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	

<p>Practitioner Enquiry/professional Enquiry Process</p>		 <p>The diagram illustrates the Practitioner Enquiry process. It features a central blue circle labeled "Practitioner Enquiry". Surrounding this central circle are four smaller blue circles, each containing a step in the process:</p> <ul style="list-style-type: none">Top: Evaluate what workedRight: Identify the issue or area of changeBottom: Identify possible solutionsLeft: Introduce new practice or change
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