Burntisland Primary School

PEF Plan 2026-27



Belong Participate Succeed

Pupil Equity Fund allocation for session 2026-2027	**£** 142,100

School Context (copied from SQR)

Burntisland Primary School and ELC is the only school in the town of Burntisland. Most children who join us in P1 have come from the ELC here, which comprises 6 cohorts of children: we have morning and afternoon children in an early entrant's playroom, a playroom of 3-5 year olds who both follow the 52 week model and also two playrooms of 9-3 term time provision for 3-5 year olds.

In our school we have 15 classes. There has been a significant amount of change in the senior leadership team over the last few years, with two new DHTs and a new HT.

Of the **424** children in the school we have:

- 14.2% in SIMD 1+2
- 3% EAL
- 41% ASN
- 1% care experienced
- 2.4% Armed Forces
- 21% FSM overall
- 22% FSM P6&7
- 6.4% on ARA/flexi timetables
  (June 2026 data)

Of the 105 children in the nursery we have:

- 22 Early Entrants and 83 3-5 children
- 9% of 3-5 children are having a deferred year.
- 57% of 3-5 children are in their pre-school year.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
We remain deeply committed to mitigating the "Cost of the School Day" for all our young people, with targeted support for those experiencing financial hardship. Over the past year, our efforts have centered on lowering the financial barriers of school trips, streamlining fundraising, and expanding our uniform initiatives. Through ongoing collaborations with Café Inc and The Big Hoose, alongside our Christmas Giving Tree, we have strengthened our community support network. Furthermore, we have established a new, accessible hub for pre-loved uniforms, and introduced a dedicated clothing and footwear bank to ensure all students can fully participate in outdoor learning sessions.	
Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Parents and carers have provided feedback on various topics this session. Children have engaged in focus groups on how they would like to improve their school. The children in the sports committee have led developments in this area. The pupil council engaged in self-evaluation activity and plan more for next session. The parent council is supportive and works well with the school. They have been involved in the appointment of a new acting depute this year. We have consulted on Cost of the School Day, the use of PEF and on targets for the next school improvement plan.	No

Intervention 1 Literacy– Rationale	**Amount of Fund allocated (if appropriate) £** 55,463

School data shows some correlation between poverty indicators, attainment and engagement.
21% of learners across school are off track in reading.
Of these learners, 41% are identified as at risk from experiencing child poverty as defined in Scottish Government Strategic Equity Funding Guidance and/or free school meals, and 41% have an additional support need. However, 13% of our SIMD learners are ahead in reading progress and 46% are on track.
We also have a small number of learners who can, at times, find aspects of school overwhelming, resulting in some emotional dysregulation. Of these learners 4% of our learners within SIMD 1 & 2 have a wide range of complex needs.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Children's attainment in reading and writing will be increased through consistently high-quality approaches to learning and teaching. Staff will use the Fife Reading and Writing pack at all stages in the school to assess progress and tailor teaching to match children's next steps, which will accelerate children's progress.	Probationers will be funded to release a teacher to team teach and moderate literacy teaching across the school. Stephen Graham Training purchased for three teachers (£2500) Three teachers and depute on Fife QI reading programme (course free / cover costs from PEF)	**Data** Analysis of attainment data in writing Analysis of CFE and BASE/NSA/Elips data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF. **People's Views** Teacher feedback **Observations** Forward planning discussions and feedback Jotter/PLJ sampling –writing Classroom and playroom observations	

Intervention 2 Additional PSAs – Rationale We have identified a group of children across the school who are either displaying distressed and deregulated behaviours or struggling to focus on their learning without support. This is having a negative impact on their, and at times their classmates, attainment and achievement.	**Amount of Fund allocated (if appropriate) £84,214**

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on learners** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
By June 2027, all identified pupils for PSA support will have improved wellbeing, their barriers to learning will have been reduced Class teachers will have more time to raise attainment of learners in SIMD 1&2	• Weekly sessions of individual or small groups to focus on individual targets • Weekly session of alternative curriculum provision. Individuals or groups to be led by PSAs e.g. messy play, together we can intervention • Daily support in class for children with ASN who would otherwise take class teacher time away from closing the poverty related attainment gap	**Data** Analysis of Attendance and attainment Class teacher tracking literacy and numeracy additional interventions for SIMD 1&2 **People's Views** • Teacher feedback • Parent/carer views • Children's views	