

Cowdenbeath Primary School – Planning for Equity 2025-26



Pupil Equity Fund allocation for session 2025/256		£ 100450
School Context - also see School Improvement Plan (SIP)		
• Cowdenbeath Primary school has a school roll of approximately 161 pupils. • In our nurseries, we have a further 42 pupils split across our morning and afternoon provision (The Acorn Room) and 10 pupils in our under three nursery provision (The Rainbow Room). • The 'Acorn Room' nursery is open 49 weeks and is comprised of a maximum 30 morning places and 16 afternoon places. • The 'Rainbow Room', U3 nursery can accommodate up to a maximum of 10 children per daily session. • FME in P6 and P7 is at of 43% • The school has a SIMD profile average of 2.8. • Last session (2024-25), our school attendance averaged 89.9% • Last session (2024-25), our total exclusions were 0.11%		
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)		
At Cowdenbeath Primary School, we recognise the need to reduce the 'Cost of the School Day' for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings:		
Food • We host a free breakfast club that all pupils and their families can attend. • We host free lunches for pupils and families during the school holidays through Café Inc. • We purchase additional food items such as fruit and cereal bars that can be distributed to pupils freely if they are hungry between meals. • We regularly distribute free food items donated from the Big Hoose.	Uniform and Clothing • We have additional funds to purchase uniform items for children who require them. • Items from lost property are reused and distributed. • Throughout the school session we collect pre-loved clothing and make this accessible to all families. • We regularly distribute free clothing and household items donated from the 'Big Hoose'.	Friendship and Community • All charity events donation only so families do not feel pressure to pay. • Participation in school events like dress down and dress up days are considered carefully to ensure there is no pressure to purchase items. • Through our weekly newsletter, we regularly signpost financial support services to help families impacted by the cost of living
School Trips • With the support of the Parent Council, we subsidise all school trips so that the very maximum cost to each child is no more than £5. (with the exception of the P7 residential trip to Ardroy). • In many cases, costs for trips are covered entirely. • We offer families an installment opportunity to pay for the residential trip to Ardroy.	Travel • We provide transport for pupils representing the school at events. • We promote free, healthy ways to travel to school.	Clubs and Home learning • We ensure there are no costs for home learning. • Il of our after-school clubs are provided at no cost.

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?)
We consult with our stakeholders in a variety of ways throughout the year: • All families have the opportunity to feedback on improvement priority work through audits. • Depending on the focus of our Learning Partnerships, we organise Parent Focus Groups. • Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires. • We actively seek parent feedback at parents' nights and school events. • Termly Parent Council meetings, this also includes discussions on how PEF is spent. • We provide opportunities to discuss aspects of the school through our open events such as a sharing assemblies. • We publish a weekly digital newsletter and encourage our pupils and their families to provide feedback. • We provide regular emails to our families about things happening within the school and encourage them to reach out to us if they have any queries or concerns.	NA

Rationale:	Raising Attainment In Numeracy	Amount of Fund:	£100450
Numeracy attainment across the school has remained stubbornly low. We were unable to meet our 2024-25 stretch-targets for numeracy in P4 and P7 and we are averaging a little over 50% attainment across all year groups apart from Nursery and P1. By focusing on consistency in planning, assessment and moderation; coupled with a strong focus on meeting pupils needs through PSA support, we aim to reduce disruptions to learning and improve fidelity across our approaches to effective pedagogy.			
Expected Impact	Interventions Planned	Measures of Success (Triangulation of Evidence/OI Methodology)	Impact on learners Ongoing evaluation Dec/June
<u>Intervention 1 - (linked to SIP Priority 1, 2 & 3)</u> • Raise attainment to minimum stretch target outcomes at all stages through additional support with targeted groups of children. As indicated, this will be an all-stages expectation but there will be an additional focus on key stages P1, 4 and 7 and for pupils in SIMD 1-3 (this accounts for 84% of pupils). • Ensure we are adding-value from predicted to actual attainment by May 2026 in all classes. • Continue to embed forward planning which incorporates Fife progressions and records for Understanding (RfU). These will be used effectively and consistently to: - Improve pace, challenge and progression across the school - Increased opportunities for moderation.	• Groups of pupils to be identified termly through analysis of ongoing assessment data. • Relevant planning to be implemented to meet learning and support needs for targeted groups. • Target groups will be focused on learners most at risk of becoming off-pace or currently just off-pace. • This will be facilitated through PEF additionality in PSA, including Sfl teacher remit and DHT. • Ensure the effective deployment of new resources to enhance pace and progression. This will include ongoing professional development activities throughout the year. • Updated and Improved Quality Assurance calendar to be implemented to monitor termly progress.	1. Attainment date to be reviewed with SLT termly to identify target groups of children 2. Intensive planning and support to be arranged and deployed with short-term targets for success measurement. This will also be supported through targeted home learning activities. 3. Teachers to be supported in developing more effective approaches to assessment-led learning and teaching through collegiate meetings and professional development 4. Termly opportunities to share practice for moderation built into collegiate meeting timetable. 5. Focus on Pedagogy; Learning, teaching and assessment; and moderation throughout the year through In-service professional development activities. 6. Attainment data will improve and stretch targets will be met/exceeded 7. Where individual targets have not been met, improvements in pace will still be evident. 8. Feedback from all stakeholders to be gathered, reviewed and used to make further enhancements. 9. Improved, updated Quality Assurance calendar used to monitor termly progress.	•

Attainment Fund Rationale:	Health & Wellbeing	Amount of Fund:	£100450
As a school we have developed our health and wellbeing approaches in an ad hoc way in recent years, as other curriculum areas have featured more prominently in our improvement planning. At the universal level of support, we would now like to weave these various threads into a more coordinated, consistent and progressive whole-school approach to ensure we are having the greatest possible impact on or pupils' health and wellbeing development across all facets. At the additional and Intensive support levels, we continue to experience a very high level of support needs across the school. In order to ensure individual needs are met to the best of our ability, we need to ensure we have the appropriate human resource with the right knowledge, skills and confidence in meeting these support needs. It is a moral and legislative imperative that we provide our learners the best possible, inclusive education and this is what we also want to realise. We want to achieve this for individual pupils but also for the pupils who are affected by some of the distressed behaviours that can manifest as a by-product of social, emotional and behavioural support needs. We believe this will require a more connected and progressive whole-school approach to health and wellbeing. We also believe that to realise our intentions in all of this, we will require additional PSA hours in addition to what we have from our cluster and medical allocation. We also believe that additionality from SfL and a larger senior leadership team to ensure the operational and strategic outcomes are realised in a sustainable way.			
Expected Impact	Interventions Planned	Measures of Success (Triangulation of Evidence/OI Methodology)	Impact on learners Ongoing evaluation Dec/June
<u>Intervention 2 - (linked to SIP Priority 1, 2 & 3)</u> - Improved approaches to HWB planning to meet the universal, additional and intensive physical, social and emotional support needs of pupils. - Consistent use of our emerging, more connected approach to HWB will allow us to have more fidelity across the school. - Improved engagement and ensure the nurturing practice in the school is consistent. - Improved attainment across the school. - Improved peer to peer, peer to adult and adult to peer communication. - Reduced instances of exclusion. - Reduced instances of violent and threatening behaviour.	- Develop increased fidelity in approaches to whole-school and individualised planning in HWB. - Planning formats and structures to be enhanced to provide greater communication for teachers and PSAs to share information – possible links to Transforming Learning. - Plans will be implemented by all relevant members of the school team including additionality in PEF PSA, SfL and including SfL teacher. - Monitoring and tracking documents to be shared with the relevant team around the child and used closely to inform planning, tracking, learning, teaching and assessment. - Develop a new connected and progressive, whole-school approach to HWB that is informed by current practice, Fife's Core Approaches, and progression materials.	- Attainment and engagement data will be gathered daily, weekly and termly. - Individual pupil plans and targets will be created and monitored based of potential data sources: - Boxall Profile/Leuven's scale - Class Scaling - PEP Logs - Identified pupils' engagement in learning will increase (age and stage dependent). - Termly opportunities to share practice and pedagogy for moderation built into collegiate meeting timetable. - Feedback data from stakeholders to be gathered, reviewed and used to make further enhancements. - Improved, updated Quality Assurance calendar used to monitor termly progress.	