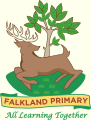
**Equity Planning**

**Session 2024-2025 Falkland Improvement Plan – PEF Plan** 

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| **Pupil Equity Fund allocation for session 2024/25** | **£** 29, 160.00 |
| **School Context** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | |  |  | | --- | --- | | **School Roll including ELC** | School Role: 111  Nursery Role (9.00am – 3.05 pm term time): 16  6 Classes: Nursery, P1, P2/3, P3/4, P4/5, P6/7 | | **Placing requests** | 38% /34 pupils | | **Pupils with Support for Learning** | 14% | | | | | | | | **FME** | **6 pupils = 6.7% of school role** | | | | | | | **SIMD Profile for establishment** | *7* | | | | | | | **Attendance (%)** | **Overall** | **95.54%** | **Authorised** | **2.27%** | **Unauthorised** | **1.19%** | | **Exclusion (%)** | **0%** | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£29,160.00** | | | | | | | |

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| **Cost of the School Day** | |
| 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; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Throughout the school we consider,   * What’s the cost of our school day? And how much might it cost a family to fully participate throughout the year? * Which costs place the greatest pressure on low-income families? What barriers do children from low-income households face during the school day? * How much do we know about the impact of costs on children and families in our school community? How can you sensitively find out more? * What support is available for low-income families, and how aware are they of it?   **Cost of the School Day Statement**  At Falkland 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 or the effects od poverty related criteria. We reflect on this regularly. We minimise the cost of the school day by ensuring equity across all experiences for all learners.  Uniform and Outdoor Learning or PE Clothing: affordable uniform options are shared and a Free Swap Shop in school for clothing, shoes, costumes. Clothing grants are promoted to all families also.    Trips and experiences: We make applications to grants each session to support learning experiences and we work closely with our Parent Council to actively support the reduction of the cost of the school day. In partnership with our Parent Council we ensure no school experience costs are passed on to the families.  Food: All children from P1-5 have access to free school meals and this entitlement is promoted to all families. The grant also enables to free school milk. Fruit is available for children who do not have any snack for whatever reason.  Home Learning: Digital devices are provided for children wo do not have access to them at home. Children requiring a device are identified through an annual digital access survey.  Learning around equity and equality ensures our pupils understand the importance of fairness and that helping others is a privilege. | |
| **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?) |
| * Pupils voice groups, Leadership Groups * Snack and Chat sessions * Lunch with HT – pupils * Staff meetings and collegiate sessions * Parent and Pupil Council conversations, questionnaires * Discussions with local community groups | * Experiential learning, cost of buses and other transportation * For a few pupils in P7 residential week of outdoor experiences and accommodation is funded through PEF to ensure all pupils can attend |

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| **Attainment Fund Rationale**  Raise attainment in phonics and numeracy in P1-3 supporting purposeful play pedagogy | | **Amount of Fund £12,500.00** | | |
| What is the rationale behind your identified actions? What are your gaps?  We have identified a group of pupils in P1-3, who are entitled to FME and/or who are impacted by other poverty related criteria,  who are off track by 6 -12 months. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 1**  By June 2025, 90% or our 11 identified learners across P1-3 will have attainment that is on track for all organisers of literacy and numeracy.  *Progress and Impact will be reviewed termly by HT and SfL teacher.* | 1. Key assessments and observation to be completed for P2, in weeks 2-4 of term 1, to confirm baseline assessment data. 2. BASE assessment to be completed in week 3-4 for P1 pupils to provide baseline assessment data. 3. P1 and P2/3 class teachers to plan promoted play and targeted learning interventions to close gaps in learning, 4. Action plan created with SfL teacher for individual pupils allocating PSA hours and interventions. 5. Target groups and individuals supported by teacher. 6. Parental workshop to share literacy and numeracy approaches in P1. | | 1. CT - Assessments completed in Term 1. 2. HT, SfL and CT meeting to review individual assessment and attainment data – Week 2-4. 3. SfL and CT with PSA to create action plan to support targeted interventions and play support. 4. Parental workshop for P1 parents to gather views on aspects of learning and teaching. 5. SfL termly meetings with CT. 6. HT and CT termly meetings or sooner if required. |  |

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| **Attainment Fund Rationale**  Raise attainment in number manipulation and phonetic decoding for targeted pupils in P4-7. | | **Amount of Fund £11,600.00** | | |
| We have identified 9 children in P4-7 who are 6-12 months behind who are entitled to FME and/or who are impacted by other poverty related criteria. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 2**  To raise attainment in P4-7 in phonetic decoding by 10% by June 2025.  To raise attainment in numeracy manipulation in P4-7 by 10% by June2025.  All targeted pupils will meet individual targets.  *Progress and impact will be reviewed termly by HT and SfL teacher.* | 1. Baseline spelling assessments, reading assessments and numeracy assessments used to identify gaps, provide a data baseline and identify next steps. 2. Identified learners will focus on core phonic decoding skills and/or numeracy skills using Toe by Toe, Power of 2 or Plus 1 resources, supported by a PSA. 3. Each pupil will complete each intervention a minimum of three times per week. 4. Target groups supported by teacher. 5. PSA will support individuals as identified. 6. Regular attainment meetings with PSA and SfL teacher will identify the progress for the identified children (at least every 6 weeks). | | 1. CT will complete baseline assessments. 2. Completion of 3 x weekly inputs using interventions. 3. Twice termly attainment discussions with HT and SfL, Teacher and PSA to identify trends and improvements. 4. Termly tracking meetings with HT, Teachers and PSA. 5. Feedback from children about their progress (6 weekly) |  |

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| **Attainment Fund Rationale**  Provide equity for experiential learning for all. | | **Amount of Fund £1500.00** | | |
| We have identified a group of 13 pupils who are entitled to FME and/or are impacted by other poverty criteria who have a limited opportunity to take part in experiential learning opportunities. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 3**  By June 2024, all identified pupils (13 pupils) will have the opportunity to experience learning in a different, contrasting, real and impactful location.  *Progress and impact will be reviewed termly by HT and SfL teacher* | 1. Wellbeing survey completed by all pupils Term 1 and 3. 2. Leuven Scale for wellbeing and engagement completed by all staff termly. 3. Planned excursion (at least 2 off site/ per academic year) excluding outdoor learning sessions, for each child. These must link with BGE learning. 4. Pupils views to be gathered on locations for experiential learning to ensure equity of experience. 5. Use of Falkland Footstep planning for all classes to ensure experiential learning across the 8 Footsteps. | | 1. All P7 pupil attend and participate in weeks residential experience including accommodation etc. 2. All pupils have visited at least two off site locations to enhance their learning. 3. Pupil feedback 4. Falkland Footsteps displays in all classes and Seesaw posts tagging specific Footstep. 5. Circles Participation Scale data 6. Identified pupil’s transference of experience is evident in their increased knowledge and application in specific curricular areas. |  |

