

**Freuchie Primary School and Nursery PEF Improvement Plan – Session 2024-2025**

<b>Pupil Equity Fund allocation for session 2024/25</b>		<b>£13,475.00</b>				
<b>School Context</b>						
Freuchie Primary School sits within the small rural village of Freuchie. It has 4 classes and a nursery class all of which run from 9.00 – 3.00 pm each day.						
<b>Setting/School Roll (including ELC/ASC)</b>	<b>School Role:</b> 91 <b>Nursery Role (9.00am – 3.00 pm term time):</b> 9 <b>Classes:</b> Nursery, P1/2, P3/4, P4/5, P6/7 <b>Care Experienced Children:</b> 4					
<b>FME</b>	7 pupils (8%) P6/7 – 9.5%					
<b>SIMD Profile for establishment</b>	Our average SIMD is 7.9					
<b>Attendance (%)</b>	<b>Overall</b>	95.09%	<b>Authorised</b>	4.28%	<b>Unauthorised</b>	0.63%
<b>Exclusion (%)</b>	None					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	PEF - £13475 SAC – n/a					
<b>Cost of the School Day</b>						
<p>At Freuchie 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 regularly by looking at school uniform provision, learning, our local community, school trips, food and nutrition, and clubs. Our Parent Council is actively involved in helping to reduce the cost of the school day. Learning around equity and equality ensures our pupils understand the importance of fairness and that helping others is a privilege.</p> <p>Ways in which have supported our families this session include: -</p> <ul style="list-style-type: none"> <li>- Nearly New Uniform Stall permanently set up in village hall.</li> </ul>						

- School and nursery donate to, advertise and recommend the Lumsden Larder foodbank to parents and the local community.
- Seeking grants to support children to attend residential trip and reduce the cost by covering the cost of the bus. Working with local schools to share the cost of transport has also helped to reduce the overall cost.
- Reduced the cost of school trips by asking parents to only pay what they can afford and sought the most cost-effective ways to enable a trip to take place; no child is left behind.
- All school clubs are free of charge.
- Supported children into clubs out with the school day, reaching out to local leaders to ensure children could participate regardless of their financial status.
- Provided food for lunch, snack and to support mental wellbeing.

<b>Stakeholder engagement</b>	<b>Participatory Budgeting</b>
<ul style="list-style-type: none"> <li>- Monthly Parent Council Meetings allowed for cost of the school day to be discussed and ideas to support families were developed.</li> <li>- Our school survey consulted parents on how we should spend our PEF funding.</li> <li>- I have worked with a small group of parents using the Cost of the School Day toolkit to understand if there is anything further we can do as a small school to address the cost of the school day. Next session we are keen to make a leaflet to share with parents.</li> <li>- Discussions with local groups such as Cubs are at an early stage. We realise that lots of small groups/charities are asking for donations and hope to come to an agreement where pressure is reduced for families.</li> </ul>	<p>No. I consulted my Parent Council who are happy for me to spend our PEF allocation in line with the needs of the school. This spend is shared with all parents and published on our website.</p>

Rationale		Amount of Fund allocated: £ 13,475.00	
We have identified that 8% of pupils are at risk of poverty using our knowledge of our families and through the six indicators of poverty. We have identified targets for 4 individual pupils within Health and Wellbeing (engagement) and Literacy which are detailed through child's plans and summary of support documents and will use PEF funding to enable staff to support and enhance their learning and wellbeing.			
Expected Impact 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?)
<p><b>Priority 1</b> – 2 pupils have increased independence and amount of time engaged in class-based Literacy activities by May 25. (Linked to CIP)</p> <p><b>Priority 2</b> – Increased attendance of 1 pupil by at least 15% to 80%+ by May 25.</p> <p><b>Priority 3</b> – 2 Pupils can read 1<sup>st</sup> 25 common words and consistently identify/read at least half of the 42 sounds by April 25.</p> <p><b>Priority 4</b> – 1 pupil has improved understanding and use of tools for writing to sustain and/or hopefully improve current pace/attainment in writing by April 25. (Linked to CIP)</p>	<p><b>Priority 1</b> – Complete Leuvens engagement observations termly during literacy lessons. Collect pupil feedback. Provide a Lexia license.</p> <p><b>Priority 2</b> – Attendance meetings held termly with family and data shared. Seek further support from outside agencies including school nurse. Phone calls to family to support. PSA collect pupil from home where/if possible.</p> <p><b>Priority 3</b> – Small group/individual support from PSA focused on literacy-based activities including Lexia access. Interventions from SfL teacher. Highly differentiated lessons including activity pack to support independent learning.</p> <p><b>Priority 4</b> Small group/individual support from PSA focused on tools for writing. Engagement with Lexia with PSA. Handwriting activities at home.</p>	<p><b>Priority 1</b> – Leuvens engagement observations. Lexia data. Progress Attainment data Pupil voice Classroom observations/LP.</p> <p><b>Priority 2</b> – Attendance data Engagement with parents</p> <p><b>Priority 3</b> - Writing/Literacy jotters demonstrate understanding. Phonics assessment data. P4 NSA data/ Classroom observations/LP.</p> <p><b>Priority 4</b> Attainment Data Jotter monitoring/discussions with pupil. P4 NSA data</p>	<p>What has been the impact? Have you met your original expected impact?</p>

