

Pupil Equity Funding at Freuchie Primary School - Session 2026-2027

Pupil Equity Fund allocation for session 2026/27	£ 13,475
School Context	
Freuchie Primary School and Nursery is situated in rural Howe of Fife which whilst picturesque has hidden rural poverty. The school and nursery have a strong parental and community presence and support. School Information • 82 school pupils and 8 Nursery pupils • Free School Meal Entitlement = 3.6% • SIMD Profile = 7.9 • ASN = 28.57% of school roll • Looked After Children = 1.2% • EAL = 1.19%	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
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. The ways in which we have supported our families this session include: - - Nearly New Uniform Stall permanently set up in village hall. - 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 the P7 residential trip and reduce the cost by school 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.

Stakeholder engagement

(in what ways have you engaged with your stakeholders – children/parents/community etc.)

- Parent Council consultation
- Pupil Leadership Group meetings
- Feedback sought from Parents/Community

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

I consult my Parent Council who are happy for me to spend our PEF allocation in line with the needs of the school and they understand that almost all of this goes towards PSA recruitment to enable targeted work to take place whilst supporting health and safety in the school and playground. This spend is shared with all parents and published on our website.

Parent Council collaborate with school and nursery to decide how best to spend funds raised and how to support pupils through the cost of the school day initiative.

Rationale:		Amount of Fund allocated (if appropriate) £ 13 475 all on PSA hours	
Data shows that our main attainment gap is in writing and particularly at P4 and P5. Intensive interventions in writing will support learning and engagement for children impacted by poverty. We identify children who may be impacted by poverty using FMR/SIMD and the 6 priority family types as identified by the Scottish Government.			
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 children Ongoing evaluation ongoing throughout school session and final evaluation in June
Priority 1 Writing is a focus on our school improvement plan. We aim to reduce the attainment gap in writing for 7 P4 and P5 pupils by a minimum of 3 months.	- Pupils will access Lexia/Nessy to support spelling and grammar. - Pupils will participate in Toe by Toe with 1:1 PSA support. - Use class baseline assessment and NSA data to pinpoint teaching for small group intervention sessions. - Each pupil to set SMART targets for writing with the support of a PSA/PT. - During small group intervention share high quality pieces with pupils to show WAGOLL. - During small group intervention provide very specific oral and written feedback. - Give opportunities for daily writing sessions either in small group intervention or as individuals. - Engage pupils in Reading PALS to support spelling, reading and in turn, writing. - P4/5 will participate in writing QI which will further support overall attainment of 6/7 children. - Cover P4/5 teacher to attend QI writing training to close the gap in learning.	- Pupil views about engaging contexts will be gathered at the start of session. - Attainment data. - Assessment data - Notes from focused feedback conversations.	

Priority 2 Increase readiness and engagement in learning, particularly literacy and numeracy for 5 pupils through wellbeing support and to balance demands across a day.	- Purchase new technology(keyboards/stylus) to enhance use of assisted technology and touch typing skills. - Parental communication for identified learners will include attendance discussions. - Analyse engagement and compare attendance over the year on year. - Regular check-in/check-out system (daily adult connection to set expectations and review the day) - Nurture-based small group or 1:1 sessions to develop emotional regulation and resilience - Access to a key adult/mentor for consistent support - Early entry to school to support wellbeing - Daily wellbeing group linked to life skills and HWB. - PSA support to enable personalised timetables for 3 pupils. - Purchase tools to support regulation which match pupil interest. - 1:1 PSA support to pre-empt and support dysregulation. - Provide off site and cross school experiences to build relationships with a wider peer group and support engagement.	- Feedback from Glasgow Wellbeing Survey and Pupilwise data. - Amount of time spent in class. - Amount of time spent engaged in Literacy/Numeracy tasks evidenced in jotters. - Pupil voice throughout planning of life skills/wellbeing groups. - Pupil wellness via oral or pictorial check ins throughout day/week. - Continual downward trend of dysregulated behaviour/incidents requiring HS1 forms.	
--	--	---	--

2026/276 - Planned/Anticipated Spend[illegible]

Other		
Category	Brief Description	Cost
other (please detail)	Unitary charge	£ 336.88
Total Spend		£ 336.88



Unallocated spend	£732.12
-------------------	---------