

# Inverkeithing Primary School

## PEF Plan

Session 2024-2025



**Pupil Equity Fund allocation for session 2024/25**

£105, 350

**School Context:**

Inverkeithing Primary School has 13 classes. 348 children attend Inverkeithing Primary School.

22% of children have an additional support need recorded, with 32% children supported by Support for Learning.

4% of children have connections with the armed forces. 4% of children are Care Experienced. 5% English as an additional language.

Our average attendance between August'23 and March '24 was 90.39%

32.1% of our children have free meal entitlement.

21% children live in SIMD 1&2

10% children live in SIMD 3&4

47% children live in SIMD 5&6

19% children live in SIMD 7&8

1% children live in SIMD 9&10

Our school's average SIMD profile = 4.8

**Our community:**

We have a supportive parent body, including Parent Council and PTA. Our evaluations show they value the care and support their children receive from school staff. Our school is enriched through multi agency working such our Active Schools Coordinator, Educational Psychologist, Social Work, Family Support Service, Community Police Officer, third sector and Health partners. We have close links with Inverkeithing Heritage which has enriched our curriculum experiences through our joint work together about our local history. We have links with partners who support us with donations (funding and items) which are offered to families to impact positively of the cost of living. This includes breakfast provision and food items (Stephens Bakers), household and school items (Big Hoose), subsidies for school trips from various providers.

We share a campus site with Inverkeithing High School and Treetop Nurture Centre and are proactive in capitalising on the proximity for the benefit of our children, especially at key times of transition.

## Cost of the School Day (keyways planned to mitigate against costs within the school day)

At Inverkeithing Primary School, we recognise the diversity in socio-economic climates within our community and the hidden costs associated with a child's schooling. It is our mission to ensure every child has equal opportunities and experiences with a focus on inclusion. We do this by knowing our individual pupils well and understanding our duty to remove any barriers to accessing education including being able to attend school and be equipped to access learning, social and fun experiences.

We will:

- Offer free uniform monthly through our monthly newsletters.
- Offer free breakfast and snack provision on a pupil self-referral basis.
- Work with partners to offer termly 'cost of living' essential basics support packs with food and household items to support families before a holiday period.
- Publicise available benefits and free community opportunities to IPS families.
- Ensure we offer free active opportunities and clubs to children across the school.
- Limit fundraising activities and give good notice of these to support family budgeting.
- Offer subsidies for as many school trips as possible and ensure staff (a) give good notice to support family budgeting and (b) keep trip costs as low as possible. We will be proactive at securing grants and subsidies to support this as well as aim to take up free or subsidised opportunities that would link and benefit children's learning and achievements.
- Use allocated school funding (PEF, LAC funds) to support targeted interventions for specific pupils to reduce barriers to learning, achievement, engagement and enjoyment.

### Stakeholder engagement

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

Parents and staff were consulted on the allocation of 2024-25 PEF funding.  
Learners have been surveyed on provision they would like to see at school in our 'What's Going Well' / 'Even Better if' survey.  
Responses from our Parentwise, pupils wise and staff wise surveys also impact on decision making of PEF expenditure.  
Pupil voice group focused on vulnerable learners gave feedback on how targeted interventions are impacting on children at school.

### Participatory Budgeting

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

Pupil Voice: including children in decision making around allocated PEF budget for reducing barriers to learning at school.  
Parent Voice: through questionnaires, feedback from initiatives, Parent Council we will use this information to inform our budget expenditure.  
Staff Voice: through staff meetings, questionnaires, and observations in school we will use this information to inform our budget expenditure.

**PEF Priority: Supporting Learners and their families**

**Rationale:** Staff deployed to support learners' engagement and the delivery of initiatives to remove barriers to attending and learning at school including differentiated approaches to learning, accessing purposely created nurture and support spaces and facilitating specific activities for groups of children to support social, emotional, and behavioural approaches. This is aimed to increase attendance, engagement, and positive social and emotional behaviours.

**Amount of Fund allocated: £45,311.**  
 (Additional £37,000 anticipated to be spent on supply staffing resource to support the implementation of the below initiatives. This will be confirmed by the finalisation of this plan in September 2024).

<b>Expected Impact</b> <small>(What is the expected impact on outcomes for children and young people)</small>	<b>Interventions Planned</b> <small>(What is the intervention? When will it be delivered? Who is responsible?)</small>	<b>Measure of Success</b> <small>(Triangulation of Evidence/QI Methodology)</small>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p>Attendance for 30 targeted children will increase from below 85% to 90%.</p> <p>Engagement in learning for 10 targeted children will increase daily leading to improved outcomes and positive behaviour measured through Boxall profiles and attainment data.</p> <p>Supported transitions (daily, weekly, termly, end of session) will lead to 15 confident children, who are able to engage in learning and teaching.</p> <p>Linking to SIP, Staff TLC QI methodology to support positive behaviour management impacts positively on (10% of class) of</p>	<p>What? Use of Boxall profile support implementation of targeted interventions (below)</p> <ul style="list-style-type: none"> <li>Who? delivered by SfL staff supported by SMT and shared with class teachers and PSA staff to</li> <li>When? Term 1/ Term 3.</li> </ul> <p>What? Nurture room timetabled to support life skills and individualised curriculum approaches (this includes breakfast clubs and indoor break times)</p> <ul style="list-style-type: none"> <li>Who? Support staff</li> <li>When? Timetabled groups daily</li> </ul> <p>What? Kit bag will be delivered weekly to support targeted children socially and emotionally.</p> <ul style="list-style-type: none"> <li>Who? Support staff</li> <li>When? Timetabled groups daily</li> </ul> <p>What? Lego therapy groups delivered weekly to support targeted children socially, emotionally, and behaviourally.</p> <ul style="list-style-type: none"> <li>Who? Support staff</li> <li>When? Timetabled groups weekly</li> </ul> <p>What? Expressive arts delivered weekly to support targeted children socially, emotionally, and behaviourally.</p> <ul style="list-style-type: none"> <li>Who? Support staff</li> <li>When? Timetabled groups weekly</li> </ul> <p>What? About Me and Physical Literacy groups delivered weekly to support targeted children socially, emotionally, and actively.</p> <ul style="list-style-type: none"> <li>Who? Support staff and P6/P7 staff</li> <li>When? PL: Weekly throughout the session, P6/P7 Term 2/3.</li> </ul>	<p>(See also expected impact)</p> <p>Data collected:</p> <ul style="list-style-type: none"> <li>Incidents of disengagement of key individual children recorded.</li> <li>QI approaches used through TLC initiative (see SIP) for individuals in classes.</li> </ul> <p>Views:</p> <ul style="list-style-type: none"> <li>collected in August 2024 (baseline) and April 2025.</li> <li>Sought through pupil and parent voice groups during learning partnership visit.</li> </ul> <p>Direct Observations:</p> <ul style="list-style-type: none"> <li>September, November '24 and January/ February '25</li> </ul>	<p>Questions we'll consider:</p> <ul style="list-style-type: none"> <li>What has been the actual impact/outcome, for the targeted group of learners?</li> <li>What data/evidence shows the impact of the project/intervention? Refer to outcome statement.</li> <li>Did we achieve what we set out to?</li> </ul>

<p>targeted pupil's engagement in class.</p> <p>Adaptive IT approaches impact positively on 88 pupils (P4-P7) identified for IDL numeracy increasing their numeracy NSA or school based summative assessment results as average or above.</p> <p>(From SQR) Spelling results remain lower than numeracy and reading across the school. Targeted interventions will see 21 targeted children increase their spelling attainment scores by 20%</p>	<p>What? (From SQR) Increase the number of active opportunities for younger and more children to opt in to before and after school and at lunchtimes with the aim of improving participation numbers to 75% of the school roll and achieving School Sports Scotland updated award.</p> <ul style="list-style-type: none"> <li>• Who? PSA and Active School staff</li> <li>• When? Termly approaches planned throughout the session.</li> </ul> <p>What? Supported and adaptive IT resources to support learning through use of IT.</p> <ul style="list-style-type: none"> <li>• Who? Support for Learning and PSA staff</li> <li>• When? 2-3 times per week each term.</li> </ul> <p>What? New approaches explored for the teaching of spelling with a more phonic based approach.</p> <ul style="list-style-type: none"> <li>• Who? Class teachers and Support for Learning</li> <li>• When? From Term 1 planning and tracking meetings.</li> </ul> <p>What? Attend to Achieve initiative is extended from paper-based reminders and approaches for parents to staff, Active Schools or 3<sup>rd</sup> sector led activities for targeted children. These will include active groups, life skills groups and out of school trips which have been noted to support engagement from lower attending pupils.</p> <ul style="list-style-type: none"> <li>• Who? Led by SMT with PSA support.</li> <li>• When? Termly groups identified.</li> </ul> <p>What? Continue to resource and implement Play Boxes and train staff throughout the school.</p> <ul style="list-style-type: none"> <li>• Who? Trained support Staff lead</li> <li>• When? By February 2025</li> </ul> <p>What? PEF and funding donations (i.e., Stephen Bakers, Big Hoose, Locality funds) will be used to support families with school items (uniform, trip subsidies, resources for home) and items to support the cost of living (e.g., Grab bags, Breakfast club, basic essential shopping).</p> <ul style="list-style-type: none"> <li>• Who? SMT and support staff</li> <li>• When: Termly and as resources are available</li> </ul>		
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