

FIFE'S SCHOOL IMPROVEMENT PLANNING 2025/26

SQR AND SIP



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<div>INSERT SETTING NAME</div> <div>Context of the School</div>				
Demographic	<p>Kilmaron school has a current school role of 23 with a maximum of 24 pupils. Pupils with severe and complex needs who need more significant support than can be offered in mainstream are allocated a place at Kilmaron through a resource panel.</p> <p>We have four classes and pupils are allocated classes based on age and developmental stage.</p> <p>Kilmaron is registered as an ELC but has not had nursery aged pupils since 2019. Our current school role has pupils aged 6 to 18. Almost all pupils have a learning disability diagnosis, and all have significant complex needs.</p> <p>Current SIM D breakdown: SIMD 1 8.7% SIMD 2 21.7% SIMD 3 26.1% SIMD 4 39.1% SIMD 5 8.7%</p>			
Vision, values and aims	<p>Vision: To empower our learners to be actively engaged, to be brave, and to connect with the wider world as independently as possible.</p> <p>Kilmaron uses the ABC to capture it's values and aims</p> <p>A – We aim for our learners to ACHIEVE by:</p> <p>Accepting where our learners are in their learning</p> <p>Providing Access to relevant learning and the wider world</p> <p>Help our learners be Active</p> <p>B – We aim for our learners to BELONG by:</p> <p>Being Bold in our choices and support</p> <p>Help the pupils be Brave in their choices and experiences</p> <p>Individualised learning to allow pupils to Be themselves</p> <p>C – We aim for our learners to be part of their school and wider COMMUNITY by:</p> <p>Supporting with Compassion to help learners feel secure</p> <p>Ensure our learners are Cared for and help them care for others</p> <p>Support our learners to have Confidence and Connect with the wider world</p>			
Attendance	Authorised	10.72%	Unauthorised	1.43%
	<p>Overall attendance 87.85%</p> <p>Almost all absences can be explained through significant health issues</p>			
Exclusions	0			
Summary of consultation with stakeholders	<p>Stakeholders have been consulted through questionnaires, through multi-disciplinary team meetings twice annually and through invitation to be involved as part of our school learning partnership. Our stakeholders are invited to pupil reviews on an ongoing basis to contribute to pupil support and impact on school approaches.</p> <p>All stakeholders were part of the development of the new vision, values and aims development.</p>			

	Parents are consulted through our termly parent forum, termly cuppy and blether sessions, pupil reviews and parent teacher sessions throughout the year. We also operate an open-door policy and parents communicate openly to teachers and through the headteacher.
Attainment Scotland Fund Allocation (PEF)	£20,500
Cost of the School Day statement	In Kilmaron 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: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. We recently introduced a new logo and to support families offered a new jumper/ fleece for all pupils. All pupils can have free school meals and there are no requests for funding for breakfast club, community visits or wider achievement activities. Our recent residential trip was covered through fundraising and there was no cost to families.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: To establish and promote a clear shared vision, core values and aims to guide the school in its nurturing approaches through involving all stakeholders.

HGIOS 4/HGIOELC Quality Indicators:

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	
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Progress: In line with HGIOS 4 Quality Indicator 1.3 (Leadership of Change) and 2.7 (Partnerships), the school undertook a comprehensive consultation process involving all key stakeholders—parents, allied health professionals, social work colleagues, and cluster partners—to co-create a refreshed Vision, Values, and Aims (VVA). This collaborative approach reflects the Scottish Curriculum's commitment to inclusive, learner-centred education, ensuring that our VVA authentically represents the ethos and aspirations of our school community.

Staff engaged in professional learning and reflective consultation focused on nurturing approaches to support learner wellbeing, consistent with Curriculum for Excellence's emphasis on holistic development. Key work was completed on attunement, fostering a shared understanding of the school's foundational principles. Training delivered by the learning disabilities team on the 'window of tolerance', equipped staff to better recognise and respond to emotional regulation needs. Collegiate and inset sessions provide valuable time for reflection and integration of nurturing principles into daily practice.

As part of this initiative, a new school logo was developed through inclusive consultation with pupils, staff, and parents, symbolising the refreshed identity aligned with our VVA.

The VVA has been actively introduced through school assemblies and will continue to be embedded across all aspects of school life, including planning, practice, and whole-school celebrations.

Impact:

There is now a strong, shared understanding among staff and stakeholders of the school's vision and values. Nurturing principles underpin learning, prioritising readiness to learn, and addressing barriers through personalised approaches. This is evident in the enhanced use of Personalised Learning Plans (PLPs), sensory profiles, and collaborative planning involving parents and carers.

Next Steps (if appropriate) to be detailed: The school will further embed the VVA through focused assemblies, planning opportunities, and celebration of achievements. Attunement and nurturing principles will continue to inform reflective practice and responsive planning via pupil focus meetings and targeted PEF interventions.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: All learners will have a tailored literacy/ attention target linked to appropriate assessment, resources and strategic personalised planning based on CfE and Milestones where appropriate.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 2.2, 2.3, 3.2

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	
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Progress

During this reporting period, all staff engaged in professional learning focused on enhancing literacy through participation in Workshop for Literacy professional learning. The working group and headteacher discuss pupil needs and share Fife-specific information. This collaboration resulted in a more consistent and cohesive application of Fife's established approaches, thereby strengthening the school's literacy planning and delivery.

Pupil Equity Fund (PEF) was allocated to procure new literacy materials designed to support learners at all developmental stages. Acquisitions include Bookbug and Rapid Readers with online capabilities, access to Ian Bean's professional learning resources, switch-accessible literacy tools, a Vision Books subscription, and a subscription to Signalong. These resources have broadened the range of accessible literacy supports, catering effectively to diverse learning needs within the school.

Teachers, alongside the Headteacher, developed new learning pathways aligned with Fife's planning guidance, utilising the Planning and Progression Toolkit and Milestones for Complex Learners. These pathways have been trialed with a highlighting and coding system that enables clear identification of individual targets and facilitates tracking of pupil progress. Plans are underway to share these pathways across other Additional Support Needs (ASN) departments within Fife, promoting best practice and consistency and to widen this approach for other areas of the curriculum.

The new literacy pathways, aligned with Curriculum for Excellence (CfE) and the Milestones for complex learners, have provided a clearer progression framework. This has supported staff in planning learning experiences that are appropriately challenging and responsive to learners' developmental stages. As a result, there is beginning to be greater coherence in planning across stages, with improved continuity and progression in literacy learning.

Impact to be detailed:

All pupils now have their literacy and attention development systematically tracked using milestones linked to Curriculum for Excellence (CfE) and the Continuum of Engagement with support codes. This enhanced tracking

system has improved the precision of target-setting, enabling personalised learning opportunities both at an individual and group level.

New resources from PEF allocation have increased engagement and learning opportunities for learners.

Next Steps (if appropriate) to be detailed: The school will continue to embed the new pathways, with plans to extend this approach to Numeracy and Writing, employing the same format and curriculum tools. Further moderation of Personalised Learning Plan (PLP) targets will be undertaken to ensure consistency and accuracy across the school.

PLP targets

Attainment – percentage of targets achieved from PLP's

Stage	Social Communication	Literacy/ attention	Numeracy	Skills for life and work	Health and Wellbeing
Class 1	95	94	100	100	94
Class 2	93	100	93	100	100
Class 3	100	67	83	87	87
Class 4	67	86	65	92	71
Totals	89	88	85	95	88
SQA units					
National 1		6 pupils 14 units			

3 senior pupils transitioned into adult service. Two secured day placements at appropriate provisions for part of the week which were identified beforehand allowing for an enhanced and therefore smooth transition. One pupil's placement although identified has not yet started although workers were able to shadow.

Significant progress has been made in literacy planning and tracking through the introduction of new pathways and the embedding of a refreshed Personalised Learning Planning (PLP) system. A significant PEF spend on literacy resources, and these developments have strengthened our ability to identify, plan for, and meet learners' individual needs, ensuring a more consistent and targeted approach across the school.

The implementation of the updated PLP system has been pivotal in supporting the identification of specific, measurable targets for learners. Staff are now more confident in planning to address the barriers to learning, and there is a stronger focus on the learner's voice in the target-setting process by considering motivation, priorities, and working with parents. This has led to more meaningful engagement from almost all learners.

The use of consistent frameworks within the PLP system has also enhanced consistency in planning and tracking. Teachers are engaging more effectively in professional dialogue in pupil focus meetings, which allows for more responsive interventions and adaptation of teaching approaches. Moderation activities have further supported a shared understanding of standards, contributing to more robust and reliable judgements of progress.

Our PEF spend on staffing to support ICT development was less impactful due to staff absence and the inability to take this aspect forward.

In summary, the introduction of new literacy pathways and the embedding of a structured PLP system have led to more consistent planning, improved identification of learner targets, and increased engagement in literacy learning. These developments are contributing positively to raising attainment for our learners.

Achievements

Over the past year, significant progress has been made across several key areas, aligning closely with the Scottish 4 Capacities framework: Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

The residential at The Rings provided an invaluable opportunity for personal development, promoting resilience, independence, and teamwork—key meta-skills supporting learners to become confident individuals and effective contributors. Participants demonstrated increased independence and collaborative skills with shopping, cooking, personal care and adventurous activities including sailing.

The "Hear My Music" initiative has fostered creative expression and inclusion with our two local primary schools, enhancing interaction skills and promoting responsible citizenship by celebrating diversity and encouraging empathy. We used PEF to supplement additional visit to enable the shared group performance. Music was also supported by PEF through a visiting music specialist who created engaging motivating musical experiences for all learners.

Physical activity, including swimming, soft play and Riding, has been integrated into the curriculum to improve health and wellbeing. A significant increase in our access to active school cluster involvement has helped promote confidence and physical literacy, contributing to learners' ability to be active.

Community outings and work-based activities have been pivotal in developing social responsibility and life skills. These real-world experiences have enabled learners to apply problem-solving and adaptability meta-skills, reinforcing their role as responsible citizens and effective contributors within the community.

The school also worked in conjunction with PAMIS to create out of school experiences in the holidays. This was largely supported by Active schools, and a significant PEF spend to supporting staffing and resources.

Overall, achievements highlight a balanced focus on cognitive, emotional, and social growth, ensuring learners are well-prepared for future challenges. Our most celebrated achievements come from our learners and their day-to-day progress on their personalised targets and priorities. They continue to astound us.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Satisfactory	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good	Good	
3.2 Raising attainment and achievement	Very good	Satisfactory	Good	

Session 2025-2026 Priority 1

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: All learners will have a tailored numeracy/ making connections target linked to appropriate assessment, resources and strategic personalised planning based on CfE and Milestones where appropriate.				
HGIOS4 Quality Indicators				
1.2, 2.2, 2.3, 2.4, 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>To improve numeracy and making connections for all learners by implementing targeted approaches based on robust assessment information and improved pedagogical approaches.</p> <p>All learners will have access to a range of technology based and physical numeracy resources that are relevant and engaging for them</p> <p>Staff confidence to assess and plan for our learners in numeracy will increase and school approaches will be consistent ensuring equity of experience for learners and improved professional judgements will improve learning opportunities.</p>	<p>Support from the cluster PT and professional learning team around assessment and planning for teachers.</p> <p>Audit of existing resources and identification of gaps - Purchase of relevant numeracy resources – link with specialist partners, SLS and transforming learning team to support selection</p> <p>Revisit conceptual numeracy for the team linked to new resources (PEF plan) as part of collegiate sessions</p> <p>Create new pathways using milestones (pre-early and foundation) linked with planning and progression tool as per literacy work last year.</p> <p>Direct individual support around use of technology for staff linked to transforming learning initiative</p> <p>Parents to share views on PLP targets as standard – note differences</p>	<p>Cluster PT/ Prof learning team and class teachers (FP and SM lead)</p> <p>HT/ FP/ SM lead for numeracy to implement use of digital and physical resources and provide conceptual numeracy training to team</p> <p>JU to advise HT for tracking/ link to progress as developed – HT to share with team</p>	<p>Baseline of 25% of pupils to move to 100% engagement in targeted numeracy approaches</p> <p>All pupils will have tracking data to support planning</p> <p>Planning and tracking meetings and QA activities around PLP and context for learning planners will highlight progression for planning and assessment strategies</p> <p>Learning partnership will focus on numeracy/ making connections and data from QA procedures</p> <p>Staff feedback on training and identification of gaps through working group</p> <p>Moderation by HT and staff team – linked to moderation with colleagues.</p> <p>Feedback from parents regarding PLP targets</p>	<p>By December training for staff team completed</p> <p>Audit and identification of resources from August - new resources purchased and shared by December</p> <p>January to April to establish tracking methodology</p> <p>Audit by end of August with plan beginning in September – ongoing to June</p>
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: All pupils will have increased physical education opportunities that develop appropriate skills relevant to their needs and abilities. Baseline of 75% of pupils accessing to 100%				
HGIOS4 Quality Indicators				
2.2, 2.4, 2.7, 1.5, 3.1, 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By the end of 2024, all classes will experience progressive, high quality Physical Education experiences.</p> <p>All learners will be tracked through a PE pathway to help identify skills and next steps ensuring opportunities are relevant and meaningful for individuals</p> <p>Learners will be more engaged and motivated with more opportunities to practice new skills/ experiences</p>	<p>Capture baseline data on pupil engagement with PE</p> <p>Working group created for PE will look at current provision and link with active schools to look at physical literacy progression and develop milestones version. Working group will identify key staff and access training in specific sports</p> <p>Working group to link with specialist providers to visit the school and deliver blocks of dance, football, tennis, adapted cricket, rugby, fitness, rebound therapy and other physical activity options (soft play, swimming and RDA)</p> <p>Purchase of new bikes and trikes to allow all pupils access to the activity – PEF spend on wheelchair bike</p>	<p>Working group for PE</p> <p>Active schools</p> <p>Active schools, sports ambassadors BB</p> <p>Partner providers</p> <p>Quaker PEF HT</p>	<p>Analysis of current PE allocation considering time spent, activities and access versus post intervention analysis (tracking sample pupils throughout the week)</p> <p>Created pathway will support planning for PE – QA procedures such as planning and tracking meetings will highlight impact</p> <p>Learning partnership and evaluations from partners/ feedback from staff using the continuum of engagement and assessment information</p> <p>Working group and parent views on PE provision gathered</p>	<p>Aug – Nov</p> <p>Sept – December for pathway then implementation after Christmas</p> <p>Evaluate in May</p>
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: To improve the pace and challenge of learning experiences across the curriculum by embedding play-based approaches, effective use of digital technologies, and robust differentiation strategies.				
HGIOS4 Quality Indicators 1.1, 2.2, 2.3, 2.4				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By June 2025, 80% of pupils across the school will show increased levels of engagement, active participation and focus across curriculum group lessons</p> <p>Through transforming learning, staff will develop skills to increase engagement and personalisation in learning through technologies</p> <p>Pupils will experience a more dynamic approach to differentiation from an increased understanding in strategies and the use of specific observations</p>	<p>Establish base line of pupil engagement during planned lessons – followed by observations from HT</p> <p>Professional learning on Play-Based Learning Approaches: Develop staff confidence and consistency in using play as a vehicle for learning for complex learners through professional development Design learning environments that promote curiosity, exploration, and problem-solving through structured and free play. Use play to introduce and extend concepts at a pace appropriate to individual learners, ensuring challenge is embedded through open-ended tasks and scaffolded support.</p> <p>Enhance Use of Technology to Support Challenge: Integrate assistive and adaptive technologies to personalise learning and increase engagement. Provide professional learning for staff on using technology with transforming learning initiative</p> <p>Strengthen Differentiation to Ensure Appropriate Pace: Implement specific observations (in conjunction with Early Years Team) to ensure all learners are appropriately challenged. Use assessment data to inform planning and adjust the pace of learning dynamically. Develop a shared understanding of what challenge looks like for our learners</p>	<p>SM to lead working group on play based approaches – observations in Westfield and Rosslyn to look at pedagogy in practice Transforming learning sessions including specific session for ASN CD to lead working group on technology</p> <p>Continue to embed work from ATTS on switch progression</p> <p>N Clelland from Westfield to support work on specific observations with team</p>	<p>Using QI methodology each working group will undertake a test of change to measure the impact on engagement</p> <p>Increased learner engagement and independence observed in classroom walkthroughs and learning conversations/ planning and tracking meetings/ pupil focus meetings</p> <p>Evidence of progression in personal learning plans and assessment/ tracking data.</p> <p>Staff confidence in delivering differentiated, technology-enhanced, and play-based learning as measured through professional dialogue and feedback from collegiate sessions</p> <p>Feedback from learning partnership</p> <p>Additionality teacher to support observations pre and post using engagement scale so show pupil views HT observations and parental feedback</p>	<p>Term 1 introduction of QI methodology and gathering base line data and for observations in settings</p> <p>November for launch of devices – technology training and delivery ongoing until May for evaluation</p> <p>Term 2 to begin test of change and run for 1 term – adaptations throughout term with evaluations in term 3 and planned next steps to embed practice</p>

Ongoing Evaluation

APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2025/26	£
<p>School Context (copied from SIP)</p> <p>Demographic Kilmaron school has a current school role of 23 with a maximum of 24 pupils. Pupils with severe and complex needs who need more significant support than can be offered in mainstream are allocated a place at Kilmaron through a resource panel. We have four classes and pupils are allocated classes based on age and developmental stage. Kilmaron is registered as an ELC but has not had nursery aged pupils since 2019. Our current school role has pupils aged 6 to 18. Almost all pupils have a learning disability diagnosis, and all have significant complex needs.</p> <p>Current SIM D breakdown: SIMD 1 8.7% SIMD 2 21.7% SIMD 3 26.1% SIMD 4 39.1% SIMD 5 8.7%</p> <p>Vision, values and aims Vision: To empower our learners to be actively engaged, to be brave, and to connect with the wider world as independently as possible.</p> <p>Kilmaron uses the ABC to capture it's values and aims A – We aim for our learners to ACHIEVE by: Accepting where our learners are in their learning Providing Access to relevant learning and the wider world Help our learners be Active B – We aim for our learners to BELONG by: Being Bold in our choices and support Help the pupils be Brave in their choices and experiences Individualised learning to allow pupils to Be themselves C – We aim for our learners to be part of their school and wider COMMUNITY by: Supporting with Compassion to help learners feel secure Ensure our learners are Cared for and help them care for others Support our learners to have Confidence and Connect with the wider world</p>	

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>As a school who works hard to fundraise, we minimise the cost of the school day for our learners and families. We do not ask for any contributions towards community experiences, practical activities and school events. We have applied to charities to enable experiences such as live theatre and use our enterprise activities to support school experiences. We are well supported by our community with groups such as the Rotary, Happy days and the art society supporting as well as our local community such as Quaker and Luvians providing voluntary support. We use our PEF allocation to benefit the whole school and target particular interventions.</p>	
Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
We have a parent forum and the wider parent group who are consulted on any spending and all families have the opportunity to share ideas or suggestions.	Yes – due to all our pupils experiencing barriers to participation in their community, PEF allocation is used to support wider access to activities and to being active. Only 2% of pupils in the school are able to participate in out of school activities, we are using an allocation of PEF to support wider experiences and to support pupils to be active.

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost	Amount of Fund allocated (if appropriate)		
	PEF Allocation 2025/26:		£20,825.00
	Underspend 2024/25		£26,103.00
	Total		£46,928.00
<ul style="list-style-type: none"> As part of school improvement, we will be identifying numeracy resources appropriate to our new planning processes and will use PEF to support resources. Having limited space and resources for PE and supporting our pupils to be active, we have identified a SIP to have all pupils engage in appropriate PE activities. We are using part of our PEF to fund equipment and access to external providers to ensure all pupils have a relevant and purposeful PE pathway and resources. To ensure learners have access to out of school activity opportunities we will be running holiday sessions in conjunction with PAMIS To support progress from last year, some allocation of PEF is for subscriptions to support literacy development, this also links to SIP priority 3 and the transforming learning initiative 			
Expected Impact (What is the expected impact on outcomes for children and young people)	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 Dec/June

If this links to a SIP priority, please reference			(What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<p>Link to SIP 1 (3,500) All learners will have a tailored numeracy/ making connections target linked to appropriate assessment, resources and strategic personalised planning based on CfE and Milestones where appropriate.</p> <p>Link to SIP 2 (17,000) All pupils will have increased physical education opportunities that develop appropriate skills relevant to their needs and abilities. Baseline of 75% of pupils accessing to 100%</p> <p>All pupils will be 'active' as per school aims. All pupils will have access to 2 hours a week PE planned and delivered that is relevant.</p> <p>All pupils will access bikes as part of bikeability program across the school (10,000)</p> <p>Link to SIP 3 To improve the pace and challenge of learning</p>	<ul style="list-style-type: none"> • Audit of numeracy resources and identification of gaps linked to new curricular pathway development (working group for numeracy) • Payment for external providers for venue/ space or delivery for PE activities (including access to Wee Kingdom for soft play sessions, RDA for riding, Tin Shed for fitness block and the Rings for gym space) (working group for PE) • staffing (2 x PSA's) for out of school provision during holidays (Tuesday sessions in conjunction with PAMIS in holidays) • Purchase of new PE equipment including a wheelchair bike so all pupils have access to appropriate equipment (Quaker supporting with purchase of wheelchair swing and storage) • Access to community activities 	<p>Audit pre and post intervention and purchasing</p> <p>New curricular pathway for pupils will identify planned learning opportunities in the class context for learning planners.</p> <p>Teachers will measure the amount of active PE sessions and engagement from all pupils tracking throughout the week at start of plan and compare to end of intervention</p> <p>QA calendar will identify tracking weeks to monitor and compare</p> <p>Feedback from Out of school sessions and tracking engagement</p>	

APPENDIX E – Pupil Equity Financial Plan Session 2025-2026

Pupil Equity Funding Projected Spend



School (select from dropdown)	Kilmaron School
PEF Allocation 2025/26:	£ 20,825.00
Underspend 2024/25	£ 26,103.00
Total	£ 46,928.00

2024-2025 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Reading Resources/programmes	subscriptions	£ 500.00
Total Spend		£ 500.00

Numeracy		
Category	Brief Description	Cost
Numeracy resources/programme	Numeracy resources	£ 3,500.00
Total Spend		£ 3,500.00

Health & Wellbeing		
Category	Brief Description	Cost
PE resources/equipment/program	wheelchair bike	£ 10,000.00
Extra-curricular activities/clubs	Activity sessions out of school	£ 5,000.00
PE resources/equipment/program	PE resources	£ 2,000.00
Total Spend		£ 17,000.00

Staffing		
Staffing	FTE	Cost
Teacher	0.1	£ 3,952.00
Family Worker	0.1	£ 5,000.00
Total Spend		£ 14,952.00

Other		
Category	Brief Description	Cost
other (please detail)	2.5% Admin Charge from FC	£ 520.62
Extra-curricular activities/resource	Community access	£ 1,500.00
Total Spend		£ 2,020.62



Amount of spend planned	£ 37,972.62
Unallocated spend	£8,955.38

