



Kirkcaldy High School

Pupil Equity Fund Plan

2024-25

Pupil Equity Fund allocation for session 2024/25

£ 259,419.00

School Context (copied from SIP)

We aim always to be: “A happy, fair and supportive learning community which improves life chances through inspiring ambition, creativity, hard work and perseverance.” Our values are: Respect for Self, Respect for Others, Respect for Learning.

Our catchment extends from Redcraigs in the west to Hendry Road in the east and includes the Valley and Templehall areas of the town, as well Dunnikier Estate and the new developments to the north of Chapel Level. Our cluster of primary schools are Capshard, Fair Isle, Torbain and Valley, although each year we receive many placing requests from other parts of the town, especially Smeaton and Gallatown. We also attract significant numbers from Cardenden.

A large part of our catchment comprises neighbourhoods which are identified as being areas of multiple deprivation in SIMD surveys. For example, 24.2% of learners come from SIMD 1 or 2 and 55.5% live in SIMDs 1-4. Our FME is 24% and the % of children under 16 living in poverty is typically 3% or 4% higher than the Fife average.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

Audit of current position
Questionnaires for staff/parents/young people and use results to inform action for session
In-set session for staff (Aug)
Establish uniform/PE kit bank
Support to complete paperwork for entitlements such as EMA/Uniform payment/FME
Share available supports on website and at parents’ evenings
Homework clubs with access to IT
Universal/subsidised trips/payment plans

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?)

<p>Plan to initiate this through questionnaires from CPAG website for young people, staff and families Meet with Parent Council</p>	<p>Meet with Parent Council and pupil focus group in term 1 (September – October 2024)</p>
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<p>Rationale: Improve attendance - we have an identified group of young people whose attendance is below 80% and they currently live in Q1 and / or FME.</p>		<p>Amount of Fund allocated (if appropriate) £ 88,946.88</p>	
<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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>

<p>Targeted Group 1 - To improve attendance by at least 5% when compared to previous session - targeted S1 based on P7 attendance data (May 2025)</p>	<p>Morning attendance group – nurture, small group work (K Gibb to oversee)</p>	<p>Data from Seemis/Power Bi to monitor attendance Feedback from staff and young people</p>	
<p>Targeted Group 2 - To improve attendance by at least 5% per learner when compared to previous session – S1-4, SIMD 1-3, ASN, FME (May 2025)</p>	<p>Admin support to enable robust tracking and monitoring PSO focussed group PSOs lead and coordinate attendance interventions working with PTG (K Gibb to oversee)</p>	<p>S2 – attendance improving over the year, all involved in at least one wider achievement opportunity</p>	
<p>S2/3 STEPS groups – focused on re-engaging 10-15 learners per year group. Use of current attendance data to target learners whose attendance and engagement are dropping.</p>	<p>Communication with home, involvement in life of school Regular check-ins/mentoring (ML/MS/LL/KH)</p>	<p>S3 – attendance improving over the year, gaining at least 3 x Nat 3s</p>	
<p>Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost</p>		<p>Amount of Fund allocated (if appropriate) £ 22,124</p>	

To reduce the number of ARAs amongst care experienced young people.

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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>
<p>To reduce the number of ARAs amongst care experienced learners by 1% across the course of the session (May 2025)</p>	<p>YMCA – outreach work and IN SYNC mentoring to support individuals identified by PTG</p> <p>PT Equity targeted support– M Sanderson (no funding required – funded by LA Strategic Equity Funding)</p> <p>(MS/KG)</p>	<p>ARA/ attendance data</p>	

<p>Rationale</p>	<p>Amount of Fund allocated (if appropriate) £ 38,655.84</p>
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To improve literacy and numeracy levels amongst S4 with FME. To support attainment amongst those furthest from achievement.

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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>
<p>95% of S4 learners with FME will achieve at least level 4 in literacy and numeracy.</p>	<p>PSO – working with FFA learners to ensure that all achieve literacy and numeracy and positive destinations.</p> <p>Targeted interventions such as home visits, work in community</p> <p>Tracked closely by STEPS group (LL/KH)</p> <p>PT Continuous Improvement – delivering CLPL and interventions to support those FFA</p>	<p>95% of S4 learners with FME will achieve at least level 4 in literacy and numeracy</p>	

Rationale		Amount of Fund allocated (if appropriate) £ 64,268	
To develop skills for life and work and improve life chances for those FFA.			
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 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?)
Our S3/4 learners furthest from achievement in S4 will have opportunities to re-engage with education, thus developing their skills, and improving their chances of going on to a positive destination.	Trade Hub – developing skills for life and work, achieving Personal Development Award (level 1) and Wellbeing Award (level 2) PSO – co-ordinating opportunities for wider achievement, communicating with families and monitoring progress of S4 FFA	Learners achieving success in completing courses and qualifications. More of our S4 learners FFA moving on to positive destinations or re-engaging with school for S5	