

Pupil Equity Fund allocation for session 2025/26			£ 227,850						
School Context									
Demographic		School Roll – 1477 (census Sept 2024)							
		FME % - 24%							
		SIMD Profile – SIMD 1 and 2 – 24.2%, SIMD 1-4 – 53.5%							
		ASN Profile – 53.5%							
		EAL – 5%							
Vision, values and aims		Care Ex – 3%							
		Vision							
		A supportive learning community, working together to improve wellbeing and life chances							
		Values							
		Respect for Self Respect for Others Respect for Learning							
Attendance		Aims							
		Kindness Honesty Success							
		Authorised		85.86%		Unauthorised		6.41%	
		Exclusions		0.03% or 2.2 per 1000					

Cost of the School Day

At Kirkcaldy High 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 ensure that our staff are familiar with the school's context and the impact that poverty can have on young people. We also offer a free breakfast club and free soup for all young people, as well as a full study support programme and access to ICT. We support families with the cost of the school day through signposting support to maximise income, offering access to a uniform bank and working with the Big Hoose charity which aims to combat poverty in Fife. At parents' evenings and events, there is access to free toiletries, sanitary items, clothes and household goods. Parents are also invited into school on selected Friday afternoons to access these items and they can be ordered online and delivered to homes if required. There is an S6 group who support work on the cost of the school day and we are looking into providing equity boxes to support young people in faculties.

Stakeholder engagement

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

S6 YP have worked with PSOs to distribute the Big Hoose items. Families have accessed this in person and by ordering online.
Young people and parents have provided qualitative feedback on the STEPS support they have engaged with for those FFA.

Participatory Budgeting

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

Discussions have taken place with colleagues, young people and parent council. Further feedback will be sought after the draft plan being shared.

Rationale

To develop skills for life and work and improve life chances for those FFA.

Amount of Fund allocated (if appropriate) £ 227,850

Gaps continue to exist between national and virtual comparators for SIMD 1-4. Need to develop middle 60% of learners in SIMD quintile 1 and FME.

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

(What has been the actual impact/outcome, in particular for the targeted group of children)

If this links to a SIP priority, please reference			(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<p>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. Target 90% of S4 to achieve 5 qualifications. (SIP priority 1)</p> <p>S1-3 Learners with FME will experience increased engagement and participation in learning (SIP priority 2)</p> <p>A few young people will benefit from bespoke provision within the Additional level of our Continuum of Support – namely a designated 1AA class (SIP priority 3)</p>	<p>Trade Hub – developing skills for life and work, achieving Personal Development Award (level 1) and Wellbeing Award (level 2)</p> <p>PSO – co-ordinating opportunities for wider achievement, communicating with families, monitoring progress of S4 FFA and supporting them into positive destinations</p> <p>Continuation of PT Learning and Teaching Post to share theory, practice and deliver feedback</p> <p>Development of curriculum that meets the needs of learners working within Level 1</p> <p>Work towards a pathway for this group of young people, that spans into second year and beyond</p> <p>Track and monitor this group of young people to establish impact</p>	<p>Learners achieving success in completing courses and qualifications.</p> <p>Qualitative data from young people.</p> <p>More of our S4 learners FFA moving on to positive destinations or re-engaging with school for S5</p> <p>Engaging and progressive course planning in all areas</p> <p>TLCs set up and working to share practice</p> <p>Power Bi</p> <p>Progress</p> <p>SEEMiS</p> <p>Pupil voice activities</p> <p>Parent voice activities</p> <p>Staff feedback</p>	

<p>Increased health and well-being for a targeted group of YP in S1-4 through Nurture, Mental health support and other key aspects (SIP priority 3)</p> <p>Guidance teachers have more time to ensure clear focus on YP from Care Experienced and other targeted groups.</p>	<p>PSO 's</p> <p>Data-driven approach to establishing targeted groups, and ongoing interventions/monitoring and tracking of said groups</p> <p>Admin staff to support guidance</p>	<p>SEEMiS</p> <p>Power Bi</p> <p>Pupil Voice templates</p> <p>Parent Voice templates</p> <p>Individualised tracking templates</p> <p>Case studies</p> <p>Data on targeted groups</p> <p>Qualitative data from staff and yp</p>	
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