

APPENDIX D - Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 166,000
School Context (copied from SIP)	
School roll: 378 SIMD Average 3.8 FME 29% EAL 25% ASN 50% Our overarching vision is for our learners to develop within the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. This will enable them to contribute to a modern Scotland as young people and adults. To celebrate achievements, learners identify one of the four capacities to focus on, with pupils sharing their success in the identified capacity with their teacher. Successes are celebrated in class as well as at assemblies. Success is also shared on corridor display boards around the school. Our refreshed values are Respect + Knowledge + Wellbeing + Perseverance + Success underpin our ethos, expectations, positive behaviour approaches and classroom practice. Pupils work throughout the school session to collect our RKWPS badges and proudly wear them to share their successful journey in showing our school values in practice. Sitting alongside our values is our Aims which is a set of agreed aims and principles that we live our school lives by namely: showing respect, helping others, making good choices, showing good manners and looking after our school. The language of our values is regularly used, discussed and incorporated into class charters. In school, our children are split across 14 classes and in our nurseries we have one large playroom in the school building, Beveridge Park Annexe building situated in Beveridge Park and a separate outdoor nursery also situated in Beveridge Park.	

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

At Kirkcaldy West Primary School and ELC we recognise the need to reduce the Cost of the school Day for all of our learners and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Learning, Travel, Friendship and Community, School Trips, Eating and Clubs. This does not include an exhaustive list of ways we reduce the school day as individual circumstances and provisions are always considered out with the broad headings. This work is ongoing.

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?)

Microsoft for questionnaire parents/carers
Feedback from staff and children

Rationale		Amount of Fund allocated (if appropriate) £ 37,000	
1. We have identified a group of children across the school living in SIMD 1 or 2 and/or FME and who have attendance between 70%-85%			
Expected Impact	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
By June 2027, all identified learners will have increased their attendance by 5%	• PEF PT to plan, support, facilitate and gather attendance evidence • Pupil Support Assistant and PT to liaise with the families of the identified children to identify and remove barriers to attendance. • Parental communication for identified learners will include attendance discussions with PT and PSA • Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. • Attendance policy and flow chart to be shared with parents and robust and	• Pupil Support Assistant will identify and collate potential barriers to attendance. • Parents and pupils views on attendance barriers sought. • Attendance records will identify trends and improvements. • Attendance % for identified learners will be monitored monthly	(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?)

	timely meetings when triggers are reached. • Attendance to be displayed in school entrance doors, shared in newsletters and monthly groupcall messages. • Breakfast club funded for all children who are entitled to FME and/or live in SIMD 1 or 2 and who are in the targeted groups • Use of interpreter and PSA to support adult group meeting in school once per month. Discussion to support families and also raise awareness and promote attendance		
Rationale		Amount of Fund allocated (if appropriate) £ 50,000	
2. We have identified a group of children across the school who are displaying distressed and dysregulated behaviour. This is having a negative impact on their attainment and achievement.			
Expected Impact	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

By June 2027, all identified pupils will have improved wellbeing, their barriers to learning will have been reduced and they will be accessing the classroom more frequently	• Weekly timetabled sessions of individual or small groups to focus on individual targets • Weekly session of alternative curriculum provision. Individuals or groups to be led by PT, CT and PSAs • PSA and PEF PT to run afternoon nurture sessions for identified pupils (2 age and stage appropriate groups) 3 x weekly with each group. • PSAs to run lego therapy, kit bag and sensory circuits and gather evidence of impact • Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and developments highlighted and individual plans adapted.	• Attendance and engagement data will be gathered weekly • Individual pupil targets will be created and monitored • Feedback from children, parents and staff • Amount of time spent in class recorded • Leuven's scale data will identify pupils' engagement in their learning (age and stage dependent)	What has been the impact? Have you met your original expected impact?
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Rationale		Amount of Fund allocated (if appropriate) £ 42,000	
3. We have identified children in P5 and P6 who are 6-12 months off track in reading and are entitled to FME and/or live in SIMD 1 and 2			
Expected Impact	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

To raise reading attainment in P6 and P7 by 5 % by June 2027	- Increased time will be allocated for pre teaching reading on a weekly basis. Each pupil will read age and stage appropriate class text with a PSA on a daily basis. - reading focus on comprehension strategies, understanding of text, summarising and word attack strategies - PSA will be use strategies from PEF PT and will support individuals as identified. (Digital Tools) - IDL to be completed 3 x weekly for 15 mins each time (PSA to ensure completed)	Assessment in August 2026 to be used as baseline (appropriate to age and stage). This will be repeated in December 2026 - NSA data - Reading Assessment - Ongoing assessment throughout the year. IDL assessment beginning, middle and end of academic	(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?)
Rationale		Amount of Fund allocated (if appropriate) £ 37,000	
4. We have identified a cohort of children from P4-P5 who have EAL and or FME and/or live in SIMD 1 and 2 and are 12 months plus off track in reading We have identified children in P1 and P2 who have EAL, live in SIMD 1 and 2 and/or are entitled to a FME who are 6-12 months off track in literacy			