

Pupil Equity Fund allocation for session 2024/25	£24,500
<b>School Context (copied from SIP)</b>	
<ul style="list-style-type: none"> <li>• School Roll – 105</li> <li>• FME – 15%</li> <li>• Nursery Roll – 24</li> <li>• Nursery Provision – 9am to 3pm - Term time provision</li> <li>• Care experienced – 3%</li> <li>• School ASN – 32%</li> <li>• SIMD Profile – 5.6</li> </ul>	
<b>Cost of the School Day</b> (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>Ladybank Primary School 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 have gathered feedback from our families on the main financial pressures and focussed our interventions around supporting within the following areas:</p> <ul style="list-style-type: none"> <li>• Uniform – uniform recycling service</li> <li>• Clothes/equipment needed to participate in clubs (e.g. football boots) – established a Boot room which contains everything needed for outdoor learning, P.E. and football.</li> <li>• Our Parent Council, Ladybank School Partnership, ran a Christmas Swap Shop event in November. It collected party wear, uniform, and good quality toys and books suitable for regifting. They held an open day and evening where families could come and give new and used items a new home.</li> <li>• Clubs and activities – all run at no cost.</li> <li>• School excursions (apart from P7 Residential) all run at no cost.</li> <li>• School offers to pay for some or all costs for the P7 Residential where families cannot afford to contribute. We have supported a minimum of 3 families per year and this year paid for the trip in full to enable two children to attend. A fundraising committee of P6 parents and carers has been established to try to minimise the cost of the residential for all other families.</li> <li>• Fundraising events – minimised the number of these events, share dates at the start of the session to provide notice and moved to a pay what/if you can format for all activities e.g. Cupcake Cafes, Red Nose Day, Children in Need.</li> <li>• Information Sharing – created and share biannually a sway containing handy links and information for any family experiencing financial difficulties.</li> </ul>	

<b>Stakeholder engagement</b> (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	<b>Participatory Budgeting</b> (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
<ul style="list-style-type: none"> <li>• Parent wise and Pupil wise Surveys.</li> <li>• Annual feedback questionnaires. We ask families to identify their priorities for the coming session.</li> <li>• Ladybank School Partnership – our work in this area is a standing item at Parent Council and feedback from parents and carers is sought at these meetings.</li> </ul>	Yes. The majority of our funding is allocated to sustaining staffing to deliver interventions. We have already consulted parents and carers on what their priorities for their children are next session in our feedback questionnaires. In the new academic year, we will consult with parents and carers on the PEF-funded focus of PSA and PT interventions in addition to our core planned activities within Literacy by giving them a number of options linked to their identified areas of priority.

<b>Rationale</b> (what poverty-related attainment gap are you trying to address?)		<b>Amount of Fund allocated (if appropriate) £24,500</b>	
<b>This does not all have to have a PEF cost</b>		Our FME is a greater predictor of poverty than SIMD alone. Our FME are less likely to attain with attainment in numeracy of 57%, reading of 50% and writing at 43%. However, in addition – all our FME children who are predicted not to attain have an identified additional support need. As our reading and writing attainment gap is greater – the focus of our PEF spend will be on targeted interventions primarily in writing but also partly in resourcing reading and engagement in reading. We will also strive to continue our work around access to physical activity and sport and reducing the cost of the school day.	
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
Attainment of identified individuals with additional supports needs are supported by effective inclusive visual environments which supports communication.	<ul style="list-style-type: none"> <li>• Professional learning led Speech and Language on Visual Environments for all staff.</li> <li>• Action plan for next steps agreed. Initial focus within P3/4 and Nursery teams.</li> <li>• PSAs use supports to develop communication skills for identified pupils.</li> <li>• Universal: <ul style="list-style-type: none"> <li>○ Photos, symbols and signs</li> </ul> </li> <li>• Intensive for individuals: <ul style="list-style-type: none"> <li>○ Communication mats</li> </ul> </li> </ul>	<b>Observations</b> Classroom visits – visibility of visual resources to support communication Observations of use of photos, signs or symbols with identified individuals. <b>People's Views</b> Staff and parental views on impact on development of communication	<ul style="list-style-type: none"> <li>• Photos, symbols and identified signs are used to support identified individuals.</li> <li>• Audit of classroom and nursery environment identified high quality supports in place for all learners.</li> <li>• Progress in all identified learner's use of symbols and signs for communication noted in Child's Plans.</li> <li>• EP noted progress made since previous observations.</li> </ul>

<p>Most target pupils in P4-7 read for enjoyment and the majority of these children read with family or independently for enjoyment at home.</p> <p>Targeted pupils (2) achieve second level in reading in P7. 1 target pupil in P4 reduces the gap in attainment in reading by 6 months.</p>	<ul style="list-style-type: none"> <li>• Create an action plan to increase reading for enjoyment across our nursery and school.</li> <li>• Identify target pupils for interventions (PEF).</li> <li>• Engage with school community to access volunteers to come into school to read.</li> <li>• Revisit core comprehension strategies to ensure approaches are embedded in reading sessions.</li> </ul>	<p><b>Data</b> Analysis of baseline data gathered on reading habits – use to develop action plan.</p> <p><b>People's Views</b> Children's views gathered through pupil focus groups. End of session impact data survey.</p> <p><b>Observations</b> Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.</p>	<ul style="list-style-type: none"> <li>• Targeted pupils in P7 achieved Second Level.</li> <li>• Targeted pupils in P4 achieved first level which exceeded planned target of reducing gap to 6 months.</li> <li>• Blooms approach to comprehension activities before, during and after reading reissued to PSA staff.</li> <li>• We have recruited 2 volunteers to come in to school to read with children. One of our volunteers has set up a book group to increase engagement in reading.</li> </ul>
<p>1 target pupil achieves 2<sup>nd</sup> Level writing in P7. 1 reduces the attainment gap by 6 months.</p> <p>Identified pupils in P4 achieve specific writing targets set within Tools for Writing.</p>	<ul style="list-style-type: none"> <li>• Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement.</li> <li>• Interrogate NSA data and cross-reference CfE levels – link to PEF analysis.</li> <li>• Focussed input from K Russell for identified groups of learners in P4 and P7. (½ day input weekly from K Russell). Initial focus on P7. Pivot focus to P4 after second baseline undertaken at the end of January).</li> <li>• Skills interventions from PSA on e.g. sentence structure, editing, grammar for identified pupils.</li> <li>• Additional PSA support in all writing lessons.</li> </ul>	<p><b>Data</b> Analysis of attainment data in Writing – compare to evidence in jotters</p> <p><b>People's Views</b> Teacher professional dialogue at staff meetings Feedback from moderation activity Children's views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p><b>Observations</b> Jotter sampling – writing jotters Peer Observations</p>	<ul style="list-style-type: none"> <li>• Identified pupils in P7 attained the Second Level in reading. This met our identified target for one child and exceeded that for another.</li> <li>• Identified pupils in P4 achieved first level in writing which exceeded our target.</li> <li>• All children in P1, P4 and the majority of identified PEF children achieved national expectations for Literacy.</li> <li>• All children who received additional interventions in writing and reading met or exceeded the target set to reduce the attainment gap.</li> </ul>

<p>All pupils are able to access all aspects of the life of the school regardless of financial circumstances.</p> <p>Families are aware of the support that school can provide.</p>	<ul style="list-style-type: none"> <li>• Continue to provide additional uniform, shoes, gym kit for vulnerable families.</li> <li>• Provide learning materials such as pencils as required.</li> <li>• All pupils have the opportunity to engage in extra-curricular physical education, physical activity and sport.</li> <li>• Fund external trips for any family where finance is a barrier including P7 residential.</li> </ul>	<p><b>Data</b> Number of families supported. Improvement in presentation of key individuals. Reduction in care and welfare forms for presentation.</p> <p><b>People's Views</b> Families aware of supports available.</p>	<ul style="list-style-type: none"> <li>• Families were supported to attend P7 Residential to Lagganlia.</li> <li>• We have seen an increase in families accessing our uniform exchange which is now out during Parents and Carers' evenings. In addition, we have used this to specifically support identified families.</li> <li>• A boot room was set up in school to provide all equipment necessary for P.E. and extra-curricular physical activity clubs such as football, netball, dance etc.</li> <li>• Almost all pupils took part in extra-curricular physical activity in school. This includes almost all identified PEF pupils.</li> <li>• Our Cost of Living sway is shared termly on our Newsletter. Parent Council feedback that they felt the sway was informative about what support was available.</li> </ul>
---	---	---	---