



Pupil Equity Fund allocation for session 2025-2026		£24,500
School Context (copied from SIP)		
<p>~ Roll – 105 in school, 24 in nursery</p> <p>~ FME % - 15%</p> <p>~ SIMD Profile – 5.6</p> <p>~ ASN % - 33%</p>		
Cost of the School Day (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>• Clubs and activities – all run at no cost.</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>		
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?)	
<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. We have also allocated £500 to support an intervention chosen by Parents and Carers which targets identified appropriate aspects of our PEF planning for improvement. The majority of our funding is allocated to sustaining staffing to deliver interventions.	

<b>Rationale</b> (what poverty-related attainment gap are you trying to address?) <b>This does not all have to have a PEF cost</b>		<b>Amount of Fund allocated (if appropriate) £24,500</b>	
Our FME is a greater predictor of poverty than SIMD alone. Our FME are less likely to attain with attainment in reading of 56% and writing at 44%. 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. Our families have indicated a desire to have a focus on wellbeing and resilience in feedback. We also have identified families who benefit from ongoing additional support for wellbeing. Our PT will return to a Wellbeing focus next session. 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</b> <b>Ongoing evaluation Dec/June</b>
Most target pupils in P4-7 read for enjoyment and the majority of these children read with family or independently for enjoyment at home.	<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 PSA interventions in reading comprehension and tools for writing (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><li>• Fund purchase of Sumdog spelling and grammar. (Participatory budgeting)</li></ul>	<b>Data</b> Analysis of baseline data gathered on reading habits – use to develop action plan. <b>People’s Views</b> Children’s views gathered through pupil focus groups. End of session impact data survey. <b>Observations</b> Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.	
1 target pupil achieves 2 <sup>nd</sup> Level writing in P7.  1 target pupil achieves 1 <sup>st</sup> Level writing in P4 with an additional 2 pupils reducing the attainment gap.	<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></ul>	<b>Data</b> Analysis of attainment data in Writing – compare to evidence in jotters <b>People’s Views</b> Teacher professional dialogue at staff meetings Feedback from moderation activity	

	<ul style="list-style-type: none"> <li>Skills interventions from PSA on e.g. sentence structure, editing, grammar for identified pupils.</li> <li>Additional PSA support in writing lessons.</li> </ul>	<p>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>	
<p>Identified pupils demonstrate an increase in the identified area for intervention:</p> <p>~ Agency – achieving and active</p> <p>~ Affiliation – nurtured and included</p> <p>~ Autonomy – respected and responsible</p> <p>~ Healthy and Safe</p>	<ul style="list-style-type: none"> <li>H&amp;W PT appointed.</li> <li>Introduce annual universal H&amp;W tracking using GMWP. Use data to identify any whole school priorities for action.</li> <li>Analyse and identify pupils for additional interventions based on GMWP and additional information available. Cross-reference with PEF.</li> <li>PT to plan and deliver targeted interventions for identified pupils e.g.: <ul style="list-style-type: none"> <li>Decider Skills</li> <li>Normalising Anxiety</li> <li>Expressive Arts to promote wellbeing</li> </ul> </li> </ul>	<p><b>Data</b> Analysis of GMWP data – target pupils identified for interventions. Data used to address any whole school issues identified. Follow-up assessment undertaken to identify impact of interventions.</p> <p><b>People's Views</b> Children's views gathered.</p> <p><b>Observations</b> Teacher observations of impact within class.</p>	
<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>	