Session 2025-2026 Improvement Plan – PEF Plan
Ladybank Primary School

Pupil Equity Fund allocation for session 2025-2026	**£24,500**

School Context (copied from SIP)

SIMD Profile

	Roll	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Mar 26	102	0	0	0	6	45	34	11	3	3	0
Sept 25	102	0	0	0	3	47	34	13	3	2	0

	SIMD Average	**Sept FME (P6 & 7)**	**ASN - % of school roll**	**Armed Forces - % of school roll**
Mar 26	5.7	12.1	27.5	7.8
Sept 25	5.7	12.1	27.5	7.8

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

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:

- Uniform – uniform recycling service
- 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.
- Clubs and activities – all run at no cost.
- 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
- Information Sharing – created and share biannually a sway containing handy links and information for any family experiencing financial difficulties

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?)
• Parent wise and Pupil wise Surveys. • Annual feedback questionnaires. We ask families to identify their priorities for the coming session. • 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.	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.

Rationale (what poverty-related attainment gap are you trying to address?) **This does not all have to have a PEF cost**	**Amount of Fund allocated (if appropriate) £24,500**
Our FME is a greater predictor of poverty than SIMD alone. 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.	

Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
Most target pupils in P4-7 read for enjoyment and the majority of these children read with family or independently for enjoyment at home.	• Create an action plan to increase reading for enjoyment across our nursery and school. • Identify target pupils for PSA interventions in reading comprehension and tools for writing (PEF). • Engage with school community to access volunteers to come into school to read. • Revisit core comprehension strategies to ensure approaches are embedded in reading sessions. • Fund purchase of Sumdog spelling and grammar. (Participatory budgeting)	**Data** Analysis of baseline data gathered on reading habits – use to develop action plan. **People's Views** Children's views gathered through pupil focus groups. End of session impact data survey. **Observations** Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.	• Reading Leadership group created a Reading for Enjoyment 2-year action plan. • Funding was accessed to support the renovation of our school library to increase access to high quality library environment with quality reading for enjoyment materials. This is ongoing into next session. • Paired reading supported the attainment of pupils in P4 in reading with increased fluency, improved decoding resulting in increased comprehension. • Strong correlation between NSA data and reading attainment.

Targets pupils improve attainment.	• Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement. • Interrogate NSA data and cross-reference CfE levels – link to PEF analysis. • Skills interventions from PSA on e.g. sentence structure, editing, grammar for identified pupils. • Additional PSA support in writing lessons.	**Data** Analysis of attainment data in Writing – compare to evidence in jotters **People's Views** 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) **Observations** Jotter sampling – writing jotters Peer Observations	• Positive impacts on pupil attainment as a result of planned interventions. • Progress visible in writing assessments. • Strong correlation between NSA writing assessments and tools for writing attainment in ongoing writing. • Pupils report increased confidence in use of technology to support their writing.

Identified pupils demonstrate an increase in the identified area for intervention:
~ Agency – achieving and active
~ Affiliation – nurtured and included
~ Autonomy – respected and responsible
~ Healthy and Safe
	• H&W PT appointed.
	• Introduce annual universal H&W tracking using GMWP. Use data to identify any whole school priorities for action.
	• Analyse and identify pupils for additional interventions based on GMWP and additional information available. Cross-reference with PEF.
	• PT to plan and deliver targeted interventions for identified pupils e.g.:
	  ○ Decider Skills
	  ○ Normalising Anxiety
	  ○ Expressive Arts to promote wellbeing
		Data
		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.
		People's Views
		Children's views gathered.
		Observations
		Teacher observations of impact within class.
			• Decider skills and normalising anxiety sessions delivered for a few pupils requiring intensive support.
			• Pupils involved in interventions report sessions with H&W PT had a positive impact on mental health and wellbeing.
			• Introduction of GMWP delayed until next session due to the Health and Wellbeing and Pupilwise surveys taking place this session.

All pupils are able to access all aspects of the life of the school regardless of financial circumstances. Families are aware of the support that school can provide.	• Continue to provide additional uniform, shoes, gym kit for vulnerable families. • Provide learning materials such as pencils as required. • All pupils have the opportunity to engage in extra-curricular physical education, physical activity and sport. • Fund external trips for any family where finance is a barrier including P7 residential.	**Data** Number of families supported. Improvement in presentation of key individuals. Reduction in care and welfare forms for presentation. **People's Views** Families aware of supports available.	• Pupils supported to attend Lagganlia. • We have seen a similar number of families accessing our uniform exchange to last session which is now out during Parents and Carers' evenings • New uniform and gym kits purchased to support a few identified pupils. • A boot room in school provides all equipment necessary for P.E. and extra-curricular physical activity clubs such as football, netball, dance etc. This is used weekly by pupils and staff. • Almost all pupils took part in extra-curricular physical activity in school. This includes almost all identified PEF pupils. • We have had no C&W forms this session for presentation. • 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.