

Session 2026~2027 Improvement Plan – PEF Plan Ladybank Primary School

Pupil Equity Fund allocation for session 2026 - 2027	£24,500
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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	13.7	45	7.8
Sept 25	5.7	13.7	45	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. • 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 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.
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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. Most children who are in receipt of FSM who are not at expected levels of attainment have an additional support need. As our 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 as per our improvement plan. Our families have indicated a desire to have a focus on wellbeing and resilience in our Parentwise survey. We also have identified families who benefit from ongoing additional support for wellbeing. Our PT has an identified focus on 3.1 and H&W. 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
Increased enjoyment of reading in targeted groups. Reading PALS increases common word recall for identified children. Paired Reading increases reading fluency for targeted pupils.	Pupil Leadership • Create an action plan with our Reading Leadership group to increase reading for enjoyment across our nursery and school. • Track impact on PEF pupils specifically. Community Engagement • Engage with school community to access volunteers to come into school to read. • Target PEF pupils and pupils not engaging in reading at home. Targeted Interventions • Introduce Reading PALS to target common word recall.	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.
		Impact on learners Ongoing evaluation Dec/June

	Paired Reading in place for targeted children to target fluency and phrasing.		
Target pupils achieves 2nd Level writing in P7. Target pupils achieves 1st Level writing in P4.	Data - 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. Interventions - SfL led interventions focussed on tools for writing identified in cold assessment pieces for pupils in P4 and P7. Professional Learning - Staff to attend Stephen Graham spelling CPD. - Next steps for spelling progression identified. Resources purchased to support pedagogy.	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	
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	Data - Introduce annual universal H&W tracking using GMWP. Use Fife H&W survey as well as GMWP 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. Interventions - PT to plan and deliver targeted interventions for identified pupils: - Decider Skills - Normalising Anxiety	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.	

	○ Expressive Arts to promote wellbeing		
Identified pupils benefit from sensory circuits to help them regulate and support focus on learning in the classroom.	Interventions • Sensory circuits introduced for identified individuals from P1-P5. • Glasgow Sensory Profiling toolkit used to create sensory profiles for participating children. • Impact on regulation and focus and attention tracked using Leuvans scale to ensure positive benefit outweighs time missed in class. • Tracked and monitored by H&W PT – led by PSAs.	Data Analysis of Leuvans data – tracking and monitoring ensures ongoing impact. Sensory profiles reflected in sensory activities planned. People's Views Staff and pupil views gathered	
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.	