

**Pupil Equity Fund allocation for session 2025/26**

**£ 51,450**

**School Context (copied from SIP)**

Roll – 111 + 30 nursery

FME 38%

Average SIMD – 3.3

ASN – 39.4%

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

At Lumphinnans we plan carefully to ensure that families are supported with cost of the school day. This is done in a variety of ways including:

**Trips & residential:**

All planned trips (one per class per year as a minimum) are either free or subsidized through funding channels and are never more than £5 per pupil.

Support from The Big Hoose project is used to provide pupils with additional resources needed for residential experience such as rucksacks, sleeping bags and toiletries and funding acquired from the Cora foundation (through Lumphinnans Bowling Club) in 2024 provided a sustainable and reusable set of waterproofs for P7 residential.

Where needed pupil's residential trip fees have been covered by both the Parent Council and Community Council.

A funding request is made annually to FETS to cover transport costs of trips and in 2025 £1000 was awarded through an application to community participatory budgeting to cover trip costs.

**Uniform:**

Uniform policy encourages the use of unbranded clothing.

Ties, blazers, gym bags etc are not required.

Stocks of pre-loved uniform are kept in school and shared with families and a stock of new uniform funded via various funding channels (Cowdenbeath Shoe Fund, Cora Foundation) is kept to be issued to any new pupils in school.

Parent Council fund a significant portion of P7 leavers hoodies annually.

Funding acquired from the Cora foundation (through Lumphinnans Bowling Club) in 2024 provided a sustainable and reusable set of puddle suit and wellies for use in nursery alleviating the need for parents to provide this.

<p><b>Sports:</b> We run a number of after school and lunchtime sports clubs in school which are all free and accessible to all children. Grant funding has allowed school to have a supply of sports kit which ensures that no child needs to provide this for any sport. We have a range of pre-loved sports equipment eg football boots, shin pads, goalie gloves in school to remove any additional barriers.</p> <p><b>Community support:</b> Community council support provides every child with an easter egg and selection box at Christmas every year and the Parent Council fund a summer celebration and a significant portion of the cost of Leaver's Hoodies</p> <p><b>Toast club:</b> During the winter 'toast club' provides toast and juice to any child who requires it at break times. This is funded/heavily subsidized through applications to grants eg Tesco and Asda. In the summer months this is replaced by an outside 'snack box' containing cereal bars.</p>	
<p><b>Stakeholder engagement</b> (in what ways have you engaged with your stakeholders – learners/parents/community etc.)</p>	<p><b>Participatory Budgeting</b> (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)</p>
<p><b>Almost all</b> parents completed a physical questionnaire during parent's evenings in May 2025 for formal feedback.</p> <p>The parent council have been consulted at regular meetings re attainment, improvement work and PEF spend.</p> <p>The HT has attended <b>most</b> monthly Community Council meetings to consult with members of the community and elected members for the locality.</p> <p><b>All</b> pupils have been included in a school committee which has met monthly in order to hear their views and act on them.</p>	<p>Pupil council will be allocated £500 which they can use for a project of their choosing to target inequity with school.</p>

<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) £</b>	
All children in P6/7 will have equal access to one to one devices at home and in the classroom due to the transforming learning project, however experience within our context during periods of lockdown and since has raised significant concerns around children experiencing digital isolation due to a variety of factors eg lack of device, wifi, power, family knowledge and experience of digital technologies. Our aim is to remove these barriers to participation by providing high quality learning and teaching via team teaching and family learning opportunities and sensitively supporting financial barriers through relationship building and knowledge of children and families at an SLT level.			
We will alleviate costs to families by allocating money specifically for incidental costs which may arise eg repairs, chargers, charging etc.			
<b>Expected Impact</b> (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference	<b>Interventions Planned</b> (What is the intervention? How will it be delivered? Who is responsible?)	<b>Measure of Success</b> (Triangulation of Evidence/QI Methodology)	<b>Impact on learners</b> <b>Ongoing evaluation Dec/June</b> (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
P6/7 children who have been issued with a digital device will be supported for them to be in school and charged ready to use most days to allow most children to use them to engage in high quality learning experiences.  Children's learning in all classes will be enhanced by use of high quality digital learning pedagogies  P6 & P7 pupil engagement in accessing online resources from home via Seesaw will increase from 24% to 50%.	A PEF funded DHT position will be created, temporarily for the year to strategically lead the Transforming Learning Project.  iPads will be introduced to all teaching staff in August 2025 and P6 and P7 children in November 2025.  DHT will lead the staff in professional learning (focusing on creating equitable experiences for all children), upskilling their knowledge of digital tools and resources and guiding through professional learning via Apple Education Community and local authority training opportunities (5 collegiate sessions).	Classroom observations of children's learning experiences during learning partnership.  Tracking and monitoring of P6/7 children's engagement with Showbie (Showbie data)  Tracking and monitoring of P6/7 pupil engagement on Seesaw (seesaw data)  Feedback from families gathered at family learning sessions.	

<p>P6/7 children will access Showbie from home twice a week to engage in online learning activities.</p> <p>Family confidence in the use of digital technologies will increase</p>	<p>DHT will manage hardware in school, ensuring it is available to staff and all pupils at all times, mitigating any barriers to engagement created by the poverty related attainment gap and procuring any required replacements or repairs.</p> <p>Introduction of digital one to one devices in upper primary modelled through 0.4 teaching commitment in class.</p> <p>Model use of digital tools in classes via timetabled team teaching approach, enabling staff to use digital tools to make learning and teaching more engaging and equitable to all and to ensure sustainability of the project.</p> <p>Showbie will be introduced across all classes to enhance learning experiences and make learning accessible for all.</p>	<p>Review of teaching and learning approaches through termly planning and tracking meetings.</p>	
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