

**Session 2024-2025 Improvement Plan – PEF Plan Examples
Pitlessie Primary School**

Pupil Equity Fund allocation for session 2024/25 :	£5,400
School Context (copied from SIP)	
<ul style="list-style-type: none">• School Roll – 14 (1 P1-6 class)• SIMD profile – 7.0• FME – 0%	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>Pitlessie Primary School recognise the need to reduce the Cost of the School Day for all our young people. 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">• Uniform – uniform recycling service• Ladybank School Partnership ran a Christmas Swap Shop event in November for families from both Ladybank and Pitlessie. 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.• Clubs and activities – all run at no cost.• School excursions (apart from P7 Residential) all run at no cost. We have started to make extensive use of our national pupil entitlement cards to provide transport to allow us to take learning out with our village boundaries.• School offers to pay for some or all costs for the P7 Residential where families across either Ladybank or Pitlessie 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.• 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. 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.	

<p>Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)</p>	<p>Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)</p>
<ul style="list-style-type: none"> • Parent wise and Pupil wise Surveys. • Annual feedback questionnaires. We ask families to identify their priorities for the coming session. • Our work in this area is a standing item at Parent Council and feedback from parents and carers is sought at these meetings. 	<p>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 interventions in addition to our core planned activities within Literacy by giving them a number of options linked to their identified areas of priority.</p>

<p>Rationale (what poverty-related attainment gap are you trying to address?)</p> <p>This does not all have to have a PEF cost</p>		<p>Amount of Fund allocated (if appropriate) £5,400</p>	
<p>Pitlessie has a SIMD profile of 7.0 and we currently have no children entitled to FME. Our attainment gap is related to additional support needs. We will use baseline assessments within Literacy (in particular) and Numeracy to both attempt to reduce the attainment gap but also to prevent attainment gaps widening. Most of our children from P1-P6 are attaining national expectations. Our P4 cohort in particular, whilst attaining will benefit from additional interventions to ensure they remain on track to attain the second level. NSA data is supporting us to identify gaps to address.</p>			
<p>Expected Impact</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June</p>

<p>Most pupils attain national expectations in writing.</p> <p>Identified pupils remain on track to attain national expectations in writing.</p> <p>(SIP Priority 2)</p>	<ul style="list-style-type: none"> • 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. • Structured, progressive approach to writing using PM writing pack and the model shared by Stephen Graham. implemented. • Ongoing use of adaptive technology including Sumdog and Lexia to support Literacy learning. • Skills interventions from PSA on aspects identified by baselines e.g. sentence structure, editing, grammar. 	<p>Data Analysis of attainment data in Writing – compare to evidence in jotters</p> <p>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)</p> <p>Observations Jotter sampling – writing jotters Peer Observations</p>	
<p>All target pupils achieve their individual targets in reading.</p> <p>All target pupils achieve their individual targets in numeracy.</p>	<ul style="list-style-type: none"> • Skills interventions from PSA on aspects identified by baselines e.g. sentence structure, editing, grammar. • Skills interventions from PSA on aspects identified by baselines e.g. concrete use of materials, ten frames, think boards 	<p>Data Analysis of attainment data in reading and Maths – compare to evidence in jotters</p> <p>People’s Views Children’s views gathered through pupil focus groups (confidence)</p> <p>Observations Jotter sampling, baseline impact comparison</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"> • Continue to provide additional uniform, shoes, gym kit for vulnerable families. • Provide opportunities for all children to engage in extra-curricular activities. • Provide learning materials such as pencils as required. • Fund external trips for any family where finance is a barrier including P7 residential. • Continue to share financial advice biannually. 	<p>Data Number of families supported Knowledgeable about supports. Distinct participants in extra-curricular activities.</p> <p>People’s Views Knowledgeable about supports. Questionnaires.</p>	