



Pupil Equity Fund allocation for session 2025/2026 :		£5,400
School Context (copied from SIP)		
• School Roll – 16 (1 P1-7 class) • SIMD profile – 7.1 • ASN – 31% • FME – 0%		
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)		
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: • Uniform – uniform recycling service • 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. • 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. Due to the size of our school, we have moved to grant applications to support improvement work such as Outdoor Learning and Digital technology. • 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. • 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.

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) £5,400	
Pitlessie has a SIMD profile of 7.1 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 and Numeracy to both attempt to reduce the attainment gap but also to prevent attainment gaps widening. Most of our children from P1-P7 are attaining national expectations. NSA data is supporting us to identify gaps to address.			
Expected Impact	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
Identified pupils remain on track to attain national expectations in writing. Most pupils attain national expectations in writing.	- 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 Nessy to support Literacy learning. - Skills interventions from PSA on aspects identified by baselines e.g. sentence structure, editing, grammar.	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	
All target pupils achieve their individual targets in reading. Most pupils attain national expectations in reading.	- Professional learning accessed on Stephen Graham’s Guided Reading approach for the Class teacher. - Non-fiction PM reading resources purchased to provide models of text-types and engage our more reluctant readers. - Skills interventions from PSA on aspects identified by baselines e.g. comprehension, sequencing.	Data Analysis of attainment data in reading – compare to evidence in jotters People’s Views Children’s views gathered through pupil focus groups (engagement and enjoyment) Observations	

		Jotter sampling, baseline impact comparison	
Children and young people in P6 and P7 will become more proficient in using digital tools to support them in their learning, preparing them for skills for learning, life and work.	Digital resources identified as complimentary to the 1:1 iPads purchased. E.g. Apple TV, Apple Pens, digital programmes such as Nessy. These resources will be identified once we see how Showbie can be used in the school.	People's Views Children's views gathered through pupil focus groups Observations Engagement and motivation. Competency in use of digital tools.	
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 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.	Data Number of families supported Knowledgeable about supports. Distinct participants in extra-curricular activities. People's Views Knowledgeable about supports. Questionnaires.	