



Pupil Equity Fund allocation for session 2026/2027 :

£5,400

School Context (copied from SIP)

SIMD Profile

	Roll	1	2	3	4	5	6	7	8	9	10
Mar 26	14	0	0	0	0	0	0	14	0	0	0
Sept 25	15	0	0	0	0	0	0	15	0	0	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.
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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) £5,400	
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 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. • Staff to attend Stephen Graham spelling CPD.	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	

	Next steps for spelling progression identified. Resources purchased to support pedagogy.		
All target pupils achieve their individual targets in reading. All pupils attain national expectations in reading. Paired Reading increases reading fluency for targeted pupils Reading PALS increases word recall for identified pupils.	- 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. - Quality early readers purchased to support learners with reading ages of 7-9 years progress towards more complex novels. - Levelled PM fiction resources purchased to support learners with reading ages of 7-9 years progress towards more complex novels. - 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 demonstrate improved self-regulation and readiness to learn, evidenced by increased ability to settle, sustain attention and engage in learning tasks following participation in sensory circuits/sensory breaks.	- Glasgow Sensory Profiling toolkit used to create a sensory profile for identified learners. - Sensory resources purchased to support sensory activities for profiles identified. - Sensory break area created – calm, enclosed, quiet, cosy to reduce sensory feedback and provide a space to regulate. - Sensory circuits introduced for learners. Impact tracked using Leuven scale.	Data Glasgow Sensory Profiles created. Leuven scale used to track impact. People's views Children's views gathered through pupil focus groups. Staff views gathered on impact on improved regulation.	
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.	