

	experiencing across the school in relation to the BGE.			
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APPENDIX D - Session 2026-2027 Improvement Plan – Pitteuchar East Primary School and Early Learning Centre

PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 86975
School Context (copied from SIP)	
Total school roll: 349 P1 – P7: 247 ELC 3-5 years: 88 Under 3's: 14 FME: 30.71% SIMD Profile: 3.8 ASN: 42.32% Care Experienced: 1.66% EAL: 6.64% Across the school, there is a consistently high proportion of pupils with an identified Additional Support Need (ASN). In Primary 7, 52% of the cohort are recorded as having an ASN. This is closely reflected in Primary 4, where 44% of pupils have an ASN identification, and in Primary 1, where 41% of pupils are identified as having an ASN. The ELC operates 39 weeks, 9am to 3 pm. We have a large ELC with capacity for 5 playrooms. Currently, 3 playrooms are in use for 3-5 year olds and a playroom for our under 3's. Places in under 3's are allocated through Glenrothes area panel.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	

In Pitteuchar East Primary School and Nursery we recognise the need to reduce the Cost of the School Day for all our pupils and particularly for those pupils who are already experiencing poverty.

Community: We work in close partnerships with a wide range of agencies, and other local support organisations, to provide holistic support for children and their families.

Clothing: We provide access to free clothing through donated items and clothing/foodbank vouchers, ensuring all children have what they need for comfort, learning, and play. Where possible, we also support families with seasonal items such as coats, shoes, and hats. We also have a clothing recycling bank in the school grounds, we use the income generated from this to buy new uniform to provide to new uniforms for children who require these.

Transport: We also support families with information regarding local transport and how to apply for free travel for their child.

Food and Nutrition: All children attending nursery receive free, healthy meals and snacks throughout the day. Children in Primaries 1-5 automatically receive free schools This ensures every child is well-nourished but also helps reduce pressure on household food budgets. For families in need, we can connect them with local food support services. We also have our Fareshare community larder that offers cost price food to our families and local community on a “no profit basis”. This is regularly accessed by our families and is run by nursery staff.

Family Learning: We offer a family learning programme to help parents and carers engage with their child’s education, strengthen relationships, and support learning at home. We also provide advice, resources, and workshops for family learning and home learning activities, ensuring families feel confident in supporting their children’s progress. Families are provided with free resources, activity packs, and guidance to encourage learning at home. These are tailored to children’s interests and development stages.

Friendship: We actively promote a warm, inclusive atmosphere where children build strong friendships and a sense of belonging. Our events, open days, and community celebrations bring families together, fostering mutual support and a strong network between parents, carers, and staff.

Trips: We organise nursery trips and outdoor learning experiences within the community, often subsidising or fully covering costs to ensure all children can take part, regardless of family circumstances.

Fundraising: All fundraising activities are carefully managed to ensure they are inclusive and accessible to all families. Funds raised are used directly to benefit children’s experiences, such as enhancing resources, subsidising trips, or funding special events.

Grants and Donations: We receive Pupil Equity Funding from the Scottish Government and we actively seek grants and accept donations to enhance what we can offer. These funds are always used transparently and directly to support children’s education, well-being, and family needs

Stakeholder engagement

(in what ways have you engaged with your stakeholders – children/parents/community etc.)

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

In Pitteuchar East Primary school stakeholders have been involved in reviewing improvement work in session 2024-2025 and they have contributed to identifying priorities for Session 2025-2026, in the following ways: • All parents and carers had had the opportunity to share their views around school improvement through questionnaires, QR codes and surveys via Microsoft Forms or in person at Parents Evenings • On-going feedback from children is gathered through regular pupil focus groups, pupil voice groups and questionnaires. • Pitteuchar East Primary School and Nursery have an active parent council which meets at least once a term, we discuss school priorities and improvements. • Other stakeholders have also been asked to complete evaluations and provide feedback about our school through Microsoft Forms.	none
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Rationale Raise attainment in literacy across the school.		Amount of Fund allocated (if appropriate) £ 17,777	
P1-P7 attainment in reading is 76 % and writing is 74% for session 2024/25. Reading attainment is below 80 % for all year groups except P6 and P1. Writing Attainment is below 80 % for all years groups except P6. Across the school there is not a core approach to reading or writing and currently there is a variety of resources and teaching styles being used.			
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 children Ongoing evaluation ongoing throughout school session and final evaluation in June
Linked to the SIP Priority on Literacy: to improve attainment in reading and writing. <u>Intervention 1</u> By May 2027 most learners in P2, P4, P5 and P6 will have achieved their expected level in reading – base line	• Baseline writing/reading assessments to be completed with identified learners. • Reading and writing assessments baseline will be carried out, and QI methodologies used to target support where required	• Base line data from writing assessments • NSA Nov P4 data • NSA OCT P7 data • Records of understanding • Progress • Staff evaluations and feedback • Classroom visits • Learning Partnerships	What has been the impact? Have you met your original expected impact?

currently P3 (73%), P5 (72%), P6 (72%), P7 (72%) The Fife Reading and <u>Intervention 2</u> By May 2027 most learners in P2, P3, P5, P6 will have achieved their expected level in writing – base line currently P2 (74%), P3 (65%), P5 (65%) and P6 (69%) The Fife Writing and Moderation Pack will be used throughout the school to support the learning, teaching and assessment of reading & writing in all classes in P1-P7 A core approach to literacy will be in place by May 2026 following the pedagogy of Steven Graham's approaches (training will be provided for reading and writing)	• SLT will meet with teachers during planning and tracking meetings to closely monitor reading and writing attainment each term • Identified learners with the raising attainment teacher will focus on core skills, which will be explicitly taught for a minimum of 6 weeks. • Teachers will follow Steven Graham's approaches to reading and writing. • PSA will support individuals as identified. • Regular attainment meetings will identify the progress for the identified children who are working with Raising Attainment teacher (Jillian Peggie) – review every 6 weeks	• Tracking of attainment gap through Power BI • Pupil Focus groups • Jotter monitoring of writing	
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Rationale: Engagement in learning		Amount of Fund allocated (if appropriate) £ 32,791.49	
We have identified 5 pupils who require intensive support to ensure they can engage in their learning within school. These children require a bespoke package that allows them to experience an alternative and flexible curriculum which meets their needs.			
Expected Impact	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/Quality Methodology)	Impact on children Ongoing Evaluation Dec/June

Linking to the SIP Priority on Supporting Learners By Oct 2026, all identified pupils (5) will have an individual bespoke education package in order to best meet their needs By Oct 2026, all identified pupils (5) will show increased engagement in learning, – each pupil will have their own targets they are working towards. <u>Intervention 2</u> By October 2026 a ‘learning hub’ will be created which will offer a nurture space and quieter working environment for targeted children to receive additional support from teacher and PSA staff <u>Intervention 3</u> By June 2027, all identified pupils for nurture intervention (20 pupils) will have improved wellbeing, their barriers to learning will have been reduced. All targeted pupils will meet individual targets. Targeted learners will have increased attendance in school Progress and Impact Reviewed termly by HT and LS Teacher	- Individual targets and timetables to be created for each identified pupil in conjunction with Learning Support Teacher, teacher and PSA staff - Daily sessions for identified pupils - Skills analysis completed for all pupils. - Leuven’s scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. <u>Intervention 2</u> - A space to be created across 3 rooms which allows individual work stations, break out spaces and activities for children to participate in daily as a break from the busy classroom environment – staffed by Learning support (At times) and 2 Pupil Support Staff <u>Intervention 3</u> - Breakfast club to be continued and extended to every day to support smooth start to the school day. - All classes to introduce a soft start to their day – focus on welcome, wellbeing and regulation. - Following Circles CLPL, all class teachers will complete the Inclusive Classroom evaluation in order to ensure the learning environment is set up to best meet the needs of their pupils (Creating an Inclusive and nurturing environment) - Wellbeing sessions for identified pupils. Use of kitbag, Gardening Club, Nurture group, sensory circuits groups, decider skills and community visits to care home. - Circle Participation Scale completed for targeted pupils (reviewed at least termly)	- Engagement data will be gathered daily. - Individual pupil targets will be created and monitored based on a range of data sources including, Leuven’s scale data. - Identified pupils engagement in their learning will increase (age and stage dependent). - Children will be able to identify emotions and describe how that may affect them. - Less dysregulated incidents within classrooms and playground - Feedback from learners, staff and parents.	What has been the impact? Have you met your original expected impact?
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