

<b>Pupil Equity Fund allocation for session 2024/25</b>	<b>£ 77,840 + £34,845 underspend= £113,685</b>
<b>School Context</b>	
<p>239 children in P1-7 arranged across 10 classes. Our average SIM D is 4.6, with 52% of our pupils living in SIMD 1 and 2, and 30% living in SIMD 9 and 10. FME at P6 and 7 is 32.1%.</p>	
<p>3 nursery playrooms offering 9am – 3pm term time sessions</p>	
<p>Touch Primary School was built in 1970 and extensively refurbished between 2016 and 2018, with a 4 classroom extension finished in 2021. The nursery extension was built shortly after the school opened and was refurbished and extended to a third playroom between 2020 and 2022. The final part of the refurbishment took place over the summer of 2023.</p>	
<p>The school and nursery benefit from a wide variety of additional indoor and outdoor spaces</p>	
<p>Outdoors: quad, wildlife garden, tarmac playgrounds, blaze pitch, fenced grass area, secure outdoor areas for nursery and P1-P2/3 classes.</p>	
<p>Indoors; music room, gym /assembly /dining room, stage, ICT suite, library, spare classrooms which are used to support proprioceptive experiences, additional play and self-regulation support, LS base, nurture nook and break out spaces.</p>	
<p>Our school and nursery vision is 'Touch School and Nursery, A Community with Learning at its Heart: Built on on Connection and Relationships.' This was last reviewed with all stakeholders in 2023. We have four school values: Honesty, Aspiration, Respect and Kindness. Everything we do and say is based on these values. Children, families and staff are all well aware of these values and our actions relating to these.</p>	
<p>Our aims are:</p>	
<ul style="list-style-type: none"><li>• To provide <b>an ethos</b> where everyone in our school community is valued and happy as their <b>wellbeing needs</b> are met and their learning is <b>supported and challenged</b>.</li><li>• To ensure children develop across the <b>four capacities</b> (Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor) and live our school and nursery values.</li><li>• To equip our learners with the <b>skills, knowledge and attitudes</b> (Aim high, Persevere, Reflect and Adapt, Wonder, problem Solve, Link Learning and Engage) for <b>learning, life and work</b>.</li><li>• To provide an <b>equity of experience and opportunity</b> to ensure all learners are able to fulfill their potential.</li></ul>	

- To **raise attainment** and narrow the attainment gap.

Our Learning Words:

**Aim High** – have high expectations for myself and others. Aspire to be the best I can

**Link Learning** – make connections in my learning and to real life. See the purpose and relevance of my learning now and in my future

**Reflect and Adapt**- reflect on my learning and use feedback to help me know my next steps in learning and how I will get there

**Wonder** – Ask questions, explore, be curious and use higher order thinking skills

**Problem Solve** – Consider and use strategies. Know what works best for you

**Persevere** – Challenge yourself. Learn from mistakes. Keep trying and don't give up. Have a growth mindset.

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

We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. We regularly provide advice and signposting for families regarding income maximisation.

**Uniform** – we encourage families to use our pre-loved uniform stock. Where children start mid-year we will provide a pre-loved school sweatshirt where stock is available. Families do not have to buy uniform with logo, our school colours are readily available at a number of local shops at different price points. All children in school are given a school logo fleece to borrow each year. In addition to school uniform we regularly support families with other clothing through the Dunfermline Children's Clothing Bank.

**Travel** – we support and encourage families to use the free bus pass scheme for children. We support and encourage active travel to school through our school travel plan and provision of bike racks

**Learning** – we provide all resources needed for learning at no extra cost to families e.g. for food technology, stationery etc. All external visitors to the school to support children's learning is at no additional cost to families. This is funded through DSM, grants or PEF.

**Friendship and Community / Clubs** – we fund places for children at a number of activity clubs at lunchtime and after school. We are mindful of what and when we ask families for charitable contributions – we keep this to an unspecified contribution amount. When fundraising for school including through our Parent Council we are mindful to ensure all costs are shared with parents up front and there are opportunities for all price points e.g. at a school fair. We signpost families to clubs and school holiday provision which is no or low cost.

**School trips** – we keep the cost to families for day trips as low as possible by looking at alternative means of travel and low / no cost entry fees. Where transport is needed school fund this or seek alternative funding sources through grants (using PEF if these are not possible). Where there is a small cost to a trip this will be paid for families experiencing financial hardship – no child is excluded from a trip for financial reasons. We give families at least 9 months notice for residential trips so that these can be paid over time, we seek grant funding for families experiencing financial hardship or where a family have multiple children attending the same trip and where necessary we will use PEF funding.

**Eating** – we provide a low cost breakfast for all children who wish to attend and where necessary will fund this in full. We provide free fruit for any child attending school without a snack.

**Home learning** - we provide homework bags for all children free of charge. We provide stationery for homework as needed. We run a loan system for books, games etc. All P7 children have a 1-1 digital device which is used between home and school. A number of children across the school have been issued with digital devices for use at home.

We expect to spend £5,327 of PEF funding to mitigate the cost of the school day for families in poverty.

Fruit £500

Food tech £500

Breakfast club – 45 mins per day staffing included in attendance project, £100

Uniform £100

Stationery £200

Bookbags £395

Trips £3000

Clubs – football £14 week= £532

<b>Stakeholder engagement</b>	<b>Participatory Budgeting</b>
<p>(in what ways have you engaged with your stakeholders – learners/parents/community etc.)</p> <ul style="list-style-type: none"><li>• Parent questionnaire</li><li>• Consultation with Parent Council</li><li>• Pupil focus groups</li></ul>	<p>(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)</p> <p>Questionnaire to parents includes some participatory high level budgeting – this has no associated PEF costs</p>

<b>Intervention 1 Attendance – targeted group</b>		<b>Amount of Fund allocated (if appropriate) £</b> PSA time £4,982 (includes 5 hours breakfast club)  Family worker (2 days per week) - £12,298	
Attendance of target pupils is negatively impacting on their attainment, wellbeing and social skills. Improved attendance will support their relationships and sense of belonging, allowing us to address gaps in learning and support improved attainment.			
<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?)
<u>Intervention 1</u>  Group of 15 pupils in P2-P7 with an average attendance rate of 62.53% and attendance spread of 26.36% - 75.82% will increase their attendance to an average of 80% reviewed at the end of each term; increase of at least 10% per pupil in the group	Family Worker, teacher and PSA to provide one to one support for children in the group and their families  Identify barriers and problem solve with families  Provide 'enticements' to attend e.g. free breakfast, activities, time with friends before school  Use of CIRCLE resource and professional learning  Input from Ed Psych on school based anxiety  Anxiety groups – Brighter Thinkers, Decider Skills	<u>Quantitative data</u>  Attainment data  Punctuality data  <u>Views</u>  Views from parents and children within the targeted group on the success of strategies and barriers  <u>Direct observations</u>  Engagement in activities which may provide a way into school	

<b>Intervention 2 – Nurture - targeted</b>		<b>Amount of Fund allocated (if appropriate) £</b> Teacher £34,309 PSA £30,000 Family Worker – spend allocated within attendance IDL -TBC Bal-A – Vis -TBC	
Children who come to school dysregulated or who become dysregulated at transition points during the day / do not have the strategies to support self-regulation are not in a place to learn and are affecting the learning of other pupils. This is having a detrimental effect on attainment overall and in particular for those learners already disadvantaged through poverty.			
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<p><u>Intervention 2 – links to SIP priority</u> Almost all children in school P4-7 are able to use a set of strategies to support developmentally appropriate self-regulation by May 2025 (baseline Aug 24)</p> <p>Target pupils have the tools, strategies and support to regulate themselves and achieve. This will lead to improved attainment for the target pupils and other children affected by their behaviours.</p> <p>Children affected by poverty will feel nurtured and included through the targeted use of cost of the school day finances.</p>	<p>Enhanced PSA support at transition times and social times, handover /communication with parents</p> <p>Enhanced teacher time to support de-escalation and safety. Nurture provision. Devise new programme (Neurodivergent Thinkers – Unlocking Your Superpower 6 week course bookended with parent input)</p> <p><b>Pupil groups:</b></p> <p>Kitbag, Lego Therapy, Decider Skills, Brighter Thinkers, Together We Can, Wellness Warriors, Bal- -vis</p> <p>Raising attainment groups – phonics, reading fluency, toe-by-to, Power of 2, IDL – spelling</p> <p>,</p> <p><b>Parents</b></p> <p>Signposting</p>	<p><u>Quantitative data</u></p> <p>Attainment data for targeted groups</p> <p>Overall attainment data – impact of behaviour on others’ learning</p> <p><u>Views</u></p> <p>Parent, pupil and staff feedback following targeted input</p> <p><u>Observation</u></p> <p>Direct observation of targeted pupils</p>	

	<p>Parent Groups – Decider Skills, Incredible Years</p> <p>1-1 support</p> <p>Ball-a vis professional learning shared with Lynburn PS- TBC</p> <p>Supports for those in poverty / cost of the school day</p> <p>Food</p> <p>Stationery / bags</p> <p>Clothing</p> <p>Excursions and clubs</p>		
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